



Southport State High  
INDEPENDENT PUBLIC SCHOOL

# Senior Secondary Subject Selection Guide Year 10, 2027



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## Guide to Choosing Year 10 Subjects

Senior schooling is an exciting time for Queensland students and an important step in preparing for their future. Schools work with students and their families to help them plan their education, training and career goals and map their future pathway. Subject selections are a key step in this process. They help shape your future options and can also directly affect your success and how you feel about school.

### Understanding Ourselves

Step one in the SET planning process is reflection. Students should focus on:

- reflecting on their own interests, skills and personal attributes to better understand themselves in relation to occupations, work environments and ways of working
- thinking about what they most enjoy doing and studying. This can include activities, interests and hobbies outside of the school.
- reflecting on which subjects they most enjoy and are most successful in.
- exploring any careers, areas of future study or work that they already find interesting.
- considering the lifest
- yle they would like when they leave school

### Careers

It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions during Year 10. Talk to our Guidance Officer or check the following sources of information on subjects, courses and careers:

- QTAC Year 10 Guide <https://www.qtac.edu.au/wp-content/staticfiles/2026-Year10Guide-Digital-20230606.pdf>
- My Future Website <https://myfuture.edu.au/>
- Your Career <https://www.yourcareer.gov.au/>
- Good Universities Guide <https://www.gooduniversitiesguide.com.au/>
- TAFE at School Gold Coast Guide [https://issuu.com/tafeqldgc/docs/tafe\\_at\\_school\\_guide?fr=sOTQwODUxODM4NDc](https://issuu.com/tafeqldgc/docs/tafe_at_school_guide?fr=sOTQwODUxODM4NDc)
- Open Days at various Universities and Tertiary Education institutions

After checking through this information, it is likely that you will come up with a list of subjects needed for courses and careers that interest you. If details are still unclear, check with the Guidance Officer, HOD of Middle Schooling or HOD of Senior Schooling.

## Pathways and Subjects

Senior students at SSHIPS follow one of two pathway options.

	<b>ATAR Pathway</b>	<b>FLEXIBLE Pathway</b>
<b>Best suited to</b>	<ul style="list-style-type: none"> <li>• Students who know that they want to go to University after school</li> <li>• Students who enjoy studying, reading and writing</li> <li>• Students who are willing to put in at least 10 – 15 hours of study per week</li> <li>• Students who have generally achieved As and Bs in their subjects (Especially Maths and English)</li> </ul>	<ul style="list-style-type: none"> <li>• Students who want to go to TAFE after school (pathway to university)</li> <li>• Students who want to move into the workforce after school</li> <li>• Students who want real world/ practical learning experiences that will help them to excel in life after school</li> <li>• Students who might still want to go to university but have very busy sporting/ performing commitments and are therefore unable to commit to the ATAR pathway</li> <li>• Students who want to move into a trade</li> </ul>
<b>Recommended Subject Combinations</b>	<p>6 General Subjects</p> <p><b>OR</b></p> <p>5 General Subjects</p> <p><b>PLUS</b></p> <p>1 Applied Subject OR Certificate course studied at SSHIPs</p>	<p>A maximum of 3 General subjects</p> <p><b>PLUS</b></p> <p>At least 1 Certificate III, IV or Diploma course (Certificate III is the minimum requirement)</p> <p><b>PLUS</b></p> <p>Combination of Applied subjects and other certificate courses</p>

Year 10 is a preparation program, where **students study 6 subjects** that align with their future pathway. It is important to ensure students are suited to these subjects, enjoy them, and achieve success (a C or above).

Subjects fall into 4 main categories: General, Applied, Short Course and VET. Details about these Subject types and individual subject choices can be found below.

## **General Subject**

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 subjects prepare students for tertiary study, further education and training and work. They contribute up to four credits per subject to a QCE and also contribute to an Australian Tertiary Admission Rank (ATAR). Examples include English, General Mathematics, Ancient History, Biology and Music Extension

## **Applied Subject**

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 subjects focus on practical skills and prepare students for further education and training and work. They may contribute up to four credits per subject to a QCE, and one Applied subject may also contribute to an ATAR when combined with four General subjects. This is not a subject combination we generally advise, however. Examples include Essential English, Essential Mathematics, Business Studies, Industrial Technology Skills and Tourism.

## **Short Courses**

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

Short Courses are suited to students interested in pathways to vocational education and training or further education and employment. They may contribute one credit to a QCE, but do not contribute to an ATAR. Examples include Short Course in Literacy, Short Course in Numeracy and Short Course in Aboriginal & Torres Strait Islander Languages.

## **Vocational Education and Training (VET)**

VET prepares students for work through practical learning and is an important part of senior schooling for many students. Approximately 60% of Queensland senior students achieve VET qualifications. In recent years the most popular courses have been in business, information & communication technology (ICT), hospitality, construction, fitness, and sport and recreation. VET can also lead to further education and training and may contribute up to eight credits per course to a QCE. The amount of credit will vary, depending on the type of qualification. One VET qualification at Certificate III or above may also contribute to an ATAR.

Enrolment in the vocational qualifications and accredited courses listed will be subject to the DTET final publication of the 2027 Career Ready VETiS funded qualifications. Southport State High School will finalise its delivery arrangements with the providers before confirming Career Ready VET enrolments for 2027. If funding for particular certificate courses does not continue, students and parents/carers will be contacted to discuss pathway and course options.

### **You can find useful information about subjects from:**

- This Subject Selection Handbook
- QCAA Website <https://www.qcaa.qld.edu.au/senior>
- Heads of Department and teachers
- Careers and Pathways Expo
- Experience days (TAFE and University)

## **Queensland Certificate of Education (QCE)**

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

To achieve a QCE Students need to achieve 20 QCE credits including 12 credits from completed core. Completed core involves General or Applied subjects satisfactorily passed and studied for all four units; or completed certificate qualifications. For this reason, it is very important that there are minimal subject changes occurring in years 11. NO subject changes will be possible once unit 3 work has begun in term 4 year 11. Students also need to meet the literacy, numeracy and academic integrity requirements.

## **Queensland Certificate of Individual Achievement (QCIA)**

The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the achievements of students whose learning is part of an individual learning program during senior secondary schooling.

The QCIA is an official record for students who have completed at least 12 years of education; it provides students with a summary of knowledge and skills demonstrated. The QCIA records educational achievement in two ways — the Statement of Achievement and Statement of Participation. These are useful to present to service providers, training providers and employers. If this pathway is relevant for a student, families will be contacted by the school.

*Details around how the QCE and QCIA are facilitated and allocated can be found on the QCAA website.*

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

## **Australian Tertiary Admission Rank (ATAR) eligibility**

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

- best five General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.
- Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

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

# QCAA Senior Syllabus and VET Subject Offerings

## Mathematics

### General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

### Applied

- Essential Mathematics

### Short Course

- Numeracy

## English

### General

- English
- Literature

### Applied

- Essential English

### Short Course

- Literacy

## Humanities

### General

- Business
- Geography
- Legal Studies
- Modern History

### Applied

- Business Studies
- Social & Community Studies
- Tourism

### VET

- Diploma of Business
- Certificate IV in Justice Studies

## Technologies

### General

- Engineering
- Design

### Applied

- Building & Construction Skills
- Industrial Graphics Skills
- Information & Communication Technology
- Fashion
- Engineering Skills
- Furnishing Skills

### VET

- Certificate II Engineering Pathways with Industrial Technology Skills (Engineering Skills)
- Certificate II Construction with Industrial Technology Skills (Building and Construction Skills)

## Health and Physical Education

### General

- Health
- Physical Education

### Applied

- Hospitality Practices
- Sport & Recreation

### VET

- Sports Excellence
- Certificate II Coaching with Certificate III Fitness

## Science

### General

- Biology
- Chemistry
- Marine Science
- Physics
- Psychology

### Applied

- Aquatic Practices

## The Arts

### General

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

### Applied

- Dance in Practice
- Media Arts in Practice
- Music in Practice
- Visual Arts in Practice
- Arts in Practice (Musical Theatre)

## QCIA Subjects

- Communication & Technologies
- Personal & Living Dimensions
- Community and Citizenship & the Environment
- Leisure & Recreation Vocational & Transition Activities

*Note: The Course Structures and Assessment details in this handbook are subject to change and should be taken as a guide only*

# General Mathematics

## General senior subject (4 QCE Points)

General

### Prerequisite Subjects

B or A in Mathematics.

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

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/mathematics/general-mathematics>

### 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. Students should remain in the highest level of mathematics they are capable of passing until the end of Year 11 to allow for further pathway options.

### Course Structure

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"><li>• <b>Measurement</b></li><li>• <b>Statistics</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Algebra</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Measurement</b></li><li>• <b>Space</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Probability</b></li><li>• <b>Space</b></li></ul>

### Assessment

Term 1	Term 2	Term 3	Term 4
<b>Problem Solving and Modelling Task</b> <ul style="list-style-type: none"><li>• Maximum 10 pages 2000 words</li></ul> <b>Examination</b> <ul style="list-style-type: none"><li>• 90 mins</li></ul>	<b>Examination</b> <ul style="list-style-type: none"><li>• 90 mins</li></ul>	<b>Examination</b> <ul style="list-style-type: none"><li>• 90 mins</li></ul>	<b>Examination</b> <ul style="list-style-type: none"><li>• 90 mins</li></ul>

*\*Course Structure & Assessment subject to change*

# Mathematical Methods

## General senior subject (4 QCE Points)

General

### Prerequisite Subjects

B or A in Mathematics.

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

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/mathematics/mathematics-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.

### Course Structure

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"><li>• Measurement</li><li>• Statistics</li></ul>	<ul style="list-style-type: none"><li>• Algebra</li></ul>	<ul style="list-style-type: none"><li>• Measurement</li><li>• Space</li></ul>	<ul style="list-style-type: none"><li>• Probability</li><li>• Space</li></ul>

### Assessment

Term 1	Term 2	Term 3	Term 4
<b>Examination</b> <ul style="list-style-type: none"><li>• 90 mins</li></ul>	<b>Examination</b> <ul style="list-style-type: none"><li>• 90 min</li></ul>	<b>Problem Solving and Modelling Task</b> <ul style="list-style-type: none"><li>• Maximum 10 pages 2000 words</li></ul> <b>Examination</b> <ul style="list-style-type: none"><li>• 90 mins</li></ul>	<b>Examination</b> <ul style="list-style-type: none"><li>• 90 min</li></ul>

*\*Course Structure & Assessment subject to change*

# Specialist Mathematics

## General senior subject (4 QCE Points)

General

### Prerequisite Subjects

A in Mathematics. Must be studied in conjunction with Mathematical Methods.

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

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/mathematics/specialist-mathematics>

### 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.

### Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Vectors</b> <ul style="list-style-type: none"> <li>• Vectors in the plane</li> </ul> <b>Complex Numbers</b> <ul style="list-style-type: none"> <li>• Complex numbers 1</li> </ul>	<b>Matrices</b> <ul style="list-style-type: none"> <li>• Matrix arithmetic</li> <li>• Transformations in the plane</li> </ul> <b>Introduction to proof</b>	<b>Geometry</b> <ul style="list-style-type: none"> <li>• Unit Circle</li> <li>• Pythagoras and trigonometry</li> </ul>	<b>Combinatorics</b> <ul style="list-style-type: none"> <li>• Permutations</li> <li>• Combinations</li> </ul>

### Assessment

Term 1	Term 2	Term 3	Term 4
<b>Examination</b> <ul style="list-style-type: none"> <li>• 90 min</li> </ul>	<b>Examination</b> <ul style="list-style-type: none"> <li>• 90 min</li> </ul>	<b>Examination</b> <ul style="list-style-type: none"> <li>• 90 min</li> </ul>	<b>Problem Solving and Modelling Task</b> <ul style="list-style-type: none"> <li>• Maximum 10 pages 2000 words</li> </ul>

\*Course Structure & Assessment subject to change

# Essential Mathematics

## Applied senior subject (4 QCE Points)

Applied

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

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/mathematics/essential-mathematics>

## 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. This course does not meet university prerequisites, Australian Defence force entry requirements or maths requirements for some trades i.e. electrician.

## Course Structure

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"><li>• Measurement</li><li>• Statistics</li></ul>	<ul style="list-style-type: none"><li>• Algebra</li></ul>	<ul style="list-style-type: none"><li>• Measurement</li><li>• Space</li></ul>	<ul style="list-style-type: none"><li>• Probability</li><li>• Space</li></ul>

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Problem Solving and Modelling Task</b> <ul style="list-style-type: none"><li>• Maximum 10 pages 2000 words</li></ul> <b>Examination</b> <ul style="list-style-type: none"><li>• 90 mins</li></ul>	<b>Examination</b> <ul style="list-style-type: none"><li>• 90 mins</li></ul>	<b>Examination</b> <ul style="list-style-type: none"><li>• 90 mins</li></ul> <b>Problem Solving and Modelling Task</b> <ul style="list-style-type: none"><li>• Maximum 10 pages 2000 words</li></ul>	<b>Examination</b> <ul style="list-style-type: none"><li>• 90 mins</li></ul>

*\*Course Structure & Assessment subject to change*

# Numeracy

## Short Course (1 QCE Point)

Short  
Course

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

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

This course has been designed to align with Level 3 of the Australian Core Skills Framework (ACSF).

<https://www.qcaa.qld.edu.au/senior/senior-subjects/mathematics/numeracy>

## Pathways

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

## Course Structure

Topic 1	Topic 2
<b>Personal identity and community</b> <ul style="list-style-type: none"><li>• Numeracy</li><li>• Learning</li></ul>	<b>Workplace and employment</b> <ul style="list-style-type: none"><li>• Numeracy</li><li>• Learning</li></ul>

## Assessment

Topic 1	Topic 2
<b>Extended response-oral mathematical presentation</b> <ul style="list-style-type: none"><li>• Spoken: up to 4 minutes</li><li>• <b>Duration:</b> 5 weeks (including 10 hours of class time)</li></ul>	<b>Examination-short response</b> <ul style="list-style-type: none"><li>• 45 min + 5 min perusal</li></ul>

*\*Course Structure & Assessment subject to change*

### Prerequisite Subjects

B or A in English.

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

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/english/english>

### Pathways

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

### Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Imaginative Responses to Literary Texts</b> <ul style="list-style-type: none"> <li>Short story writing</li> <li>Using aesthetic features and stylistic devices to position audiences and shape representations</li> </ul>	<b>Critical Responses to Literary Texts</b> <ul style="list-style-type: none"> <li>Complete a novel study</li> <li>Analysis of aesthetic features and stylistic devices, representations in texts and how values, attitudes and beliefs underpin texts</li> </ul>	<b>Conversations about concepts in texts</b> <ul style="list-style-type: none"> <li>Aesthetic features and stylistic devices</li> <li>Analysis of aesthetic features and stylistic devices, representations in texts and how values, attitudes and beliefs underpin texts</li> <li>Analytical writing for a public audience</li> </ul>	<b>Conversations about issues in society</b> <ul style="list-style-type: none"> <li>Examine contemporary social issues in the media</li> <li>Examine persuasive techniques used to position audiences</li> <li>Develop perspectives on social issues</li> </ul>

### Assessment

Term 1	Term 2	Term 3	Term 4
<b>Examination</b> 90 minutes plus 10 minutes planning	<b>Examination – Analytical Essay</b> <ul style="list-style-type: none"> <li>up to 900 words</li> </ul>	<b>Literary Article</b> <ul style="list-style-type: none"> <li>up to 1000 words</li> <li></li> </ul>	<b>Persuasive Speech</b> <ul style="list-style-type: none"> <li>6 to 8 minutes</li> </ul>

# Literature

## General senior subject (4 QCE Points)

General

### Prerequisite Subjects

B or A in English.

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

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/english/literature>

### Pathways

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

### Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Introduction to Literary Studies</b> <ul style="list-style-type: none"> <li>• What is 'literature'?</li> <li>• Examining literary short stories</li> <li>• Analysis of aesthetic features and stylistic devices, representations in texts and how values, attitudes and beliefs underpin texts</li> </ul>	<b>William Shakespeare's <i>Romeo and Juliet</i></b> <ul style="list-style-type: none"> <li>• Introduction to Shakespeare</li> <li>• Viewing, reading and exploring the play</li> <li>• Reimagining key ideas into new contexts</li> <li>• Introduction to the imaginative multimodal genres</li> </ul>	<b>Identity</b> <ul style="list-style-type: none"> <li>• Introduction to identity</li> <li>• Narrative and short story writing</li> </ul>	<b>Mary Shelley's <i>Frankenstein</i></b> <ul style="list-style-type: none"> <li>• Reading and exploring the text</li> <li>• Analysis of aesthetic features and stylistic devices, representations in texts and how values, attitudes and beliefs underpin texts</li> </ul>

### Assessment

Term 1	Term 2	Term 3	Term 4
<b>Analytical Essay</b> <ul style="list-style-type: none"> <li>• 700-1000 words</li> </ul>	<b>Spoken Multimodal Imaginative Response</b> <ul style="list-style-type: none"> <li>• 4-6 minutes</li> </ul>	<b>Imaginative Written Response (Short Story)</b> <ul style="list-style-type: none"> <li>• 800-1200 words</li> </ul>	<b>Examination - Analytical Essay</b> <ul style="list-style-type: none"> <li>• 600-800 words</li> <li>• 90 minutes plus 10 minutes planning</li> </ul>

\*Course Structure & Assessment subject to change

# Essential English

## Applied senior subject (4 QCE Points)

Applied

The subject Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every day, social, community, further education and work-related contexts
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- empathy for others and appreciation of different perspectives through a study of
- enjoyment of contemporary literary and non-literary texts, including digital texts.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/english/essential-english>

## Pathways

Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. 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. NOTE: This course does not meet the English prerequisite for many university courses in Queensland, interstate and internationally.

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Representations and popular culture texts</b> <ul style="list-style-type: none"><li>• Responding to texts that seek to influence audiences</li></ul>	<b>Critical Responses to Literary Texts</b> <ul style="list-style-type: none"><li>• Identification of language features and text structures that create meaning</li><li>• Explaining representations in texts</li><li>• Explaining how values, attitudes and beliefs underpin texts</li><li>•</li></ul>	<b>Texts and Human Experiences</b> <ul style="list-style-type: none"><li>• Responding to reflective and nonfiction texts that explore human experiences</li><li>• Creating representations of Australian identities, places, events and concepts</li></ul>	<b>Conversations about issues in society</b> <ul style="list-style-type: none"><li>• Examine contemporary social issues in the media</li><li>• Examine persuasive techniques used to position audiences</li></ul> Develop your own perspectives on social issues

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Multimodal Response</b> <ul style="list-style-type: none"><li>• Up to 6 minutes</li></ul>	<b>Examination</b> <ul style="list-style-type: none"><li>• 70 minutes plus 10 minutes planning</li></ul>	<b>Email</b> <ul style="list-style-type: none"><li>• Up to 800 words</li></ul>	<b>Persuasive Speech</b> <ul style="list-style-type: none"><li>• Up to 6 minutes</li></ul>

*\*Course Structure & Assessment subject to change*

# Literacy

## Short Course (1 QCE Point)

Short  
Course

Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Literacy is integral to a person's ability to function effectively in society. It involves the integration of speaking, listening and critical thinking with reading and writing.

Students learn strategies to develop and monitor their own learning, select and apply reading and oral strategies to comprehend and make meaning in texts, demonstrate the relationships between ideas and information in texts, evaluate and communicate ideas and information, and learn and use textual features and conventions.

Students identify and develop a set of knowledge, skills and strategies needed to shape language according to purpose, audience and context. They select and apply strategies to comprehend and make meaning in a range of texts and text types, and communicate ideas and information in a variety of modes. Students understand and use textual features and conventions, and demonstrate the relationship between ideas and information in written, oral, visual and multimodal texts.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/english/literacy>

## Pathways

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

## Course Structure

Topic 1	Topic 2
<b>Personal identity and education</b> <ul style="list-style-type: none"><li>develop reading, writing, oral communication and learning skills</li><li>make meaning from different text types</li><li>identify and develop the set of knowledge, writing skills and strategies needed to shape written language according to purpose, audience and context.</li></ul>	<b>The work environment</b> <ul style="list-style-type: none"><li>develop reading, writing, oral communication and learning skills through activities that relate to preparing for and seeking employment, operating in an existing workplace, and/or entering a new work environment</li><li>make meaning from different work-related text types, identify their own purposes for reading, and understand the role they play in the construction of meaning within a workplace environment.</li></ul>

## Assessment

Topic 1	Topic 2
<b>Extended response — written</b> <ul style="list-style-type: none"><li>500-800 words</li></ul> <b>Student learning journal</b> <ul style="list-style-type: none"><li>Written/typed weekly over the duration of the term.</li></ul>	<b>Extended response — spoken/signed</b> <ul style="list-style-type: none"><li>4-6 minutes</li></ul> <b>Reading comprehension task</b>

*\*Course Structure & Assessment subject to change*

# Business

General senior subject (4 QCE Points)

General

## Prerequisite Subjects

B or A in HASS or Business.

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

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

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/humanities-social-sciences/business>

## 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.

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Consumerism and Economic performance</b> <ul style="list-style-type: none"><li>Economic fundamentals</li><li>Consumer choice</li><li>Key Economic Indicators</li><li>Living Standards</li></ul>	<b>Business Fundamentals</b> <ul style="list-style-type: none"><li>The Business Life Cycle</li><li>Business Environments</li><li>Organisational Culture</li><li>Business Functions</li></ul>	<b>Entrepreneurship</b> <ul style="list-style-type: none"><li>Entrepreneurship</li><li>Business Planning</li><li>Establishing a Business</li><li>Business functions</li></ul>	<b>Business Growth and Improvement</b> <ul style="list-style-type: none"><li>Business Life Cycle</li><li>Growth Strategies</li><li>Growth in changing conditions</li></ul>

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Investigation – Business Report</b> <ul style="list-style-type: none"><li>1000 - 1500 words</li></ul>	<b>Examination-combination response</b> <ul style="list-style-type: none"><li>120 minutes</li></ul>	<b>Investigation – Feasibility Report</b> <ul style="list-style-type: none"><li>1500 – 2000 words</li></ul>	<b>Examination-combination response</b> <ul style="list-style-type: none"><li>120 minutes</li></ul>

*\*Course Structure & Assessment subject to change*

### Prerequisite Subjects

B or A in HASS or Science.

There are two units of study in the Year 10 curriculum for Geography: 'Geographies of Human Wellbeing' and 'Environmental Change and Management'.

'Geographies of Human Wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

'Environmental Change and Management' focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human–environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/humanities-social-sciences/geography>

### 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.

### Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Environmental Change and Management</b> <ul style="list-style-type: none"> <li>Climate change</li> <li>Impacts on people, environment and wildlife</li> <li>Management strategies and futures</li> </ul>	<b>Bushfire Hazard Zones</b> <ul style="list-style-type: none"> <li>Hazard zones</li> <li>Spatial distribution</li> <li>Risk, impacts and prevention</li> <li>Process of bush fires</li> <li>Management strategies</li> </ul>	<b>Population on the move: West End</b> <ul style="list-style-type: none"> <li>Key definitions of Migration</li> <li>Factors driving migration</li> <li>Case studies on migration</li> <li>Gentrification</li> </ul>	<b>Human Wellbeing</b> <ul style="list-style-type: none"> <li>Indicators of wellbeing</li> <li>Case studies of wellbeing</li> </ul>

### Assessment

Term 1	Term 2	Term 3	Term 4
<b>Examination</b> <ul style="list-style-type: none"> <li>120 minutes</li> </ul>	<b>Data Investigation Report</b> <ul style="list-style-type: none"> <li>1500-2000 words</li> </ul>	<b>Field Trip data report</b> <ul style="list-style-type: none"> <li>1500-2000 words</li> </ul>	<b>Examination - Combination response</b> <ul style="list-style-type: none"> <li>120 min</li> </ul>

\*Course Structure & Assessment subject to change

# Legal Studies

General senior subject (4 QCE Points)

General

## Prerequisite Subjects

B or A in HASS or Legal Studies.

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

Each Year 10 Legal Studies unit is supported by a 'real world legal experience', such as Model UNs, parliamentary experiences, visits to the courts, mock trials and moots. Students develop skills of inquiry, critical thinking, research, problem-solving, argument and advocacy to make informed decisions and recommendations. They question, explore and discuss tensions between changing social values, justice and equitable outcomes. Students create legal responses that identify and describe legal issues, analyse viewpoints on issues, propose alternatives and justify recommendations.

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/humanities-social-sciences/legal-studies>

## Pathways

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

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Australian Legal System:</b> <ul style="list-style-type: none"><li>Overview of Australia Government and Courts</li><li>Levels of government, separation of powers and law making</li></ul> <b>Real World Legal Experience:</b> <ul style="list-style-type: none"><li>Parliamentary experience – youth voting rights</li></ul>	<b>Crime and Punishment</b> <ul style="list-style-type: none"><li>Introduction to criminology</li><li>Aims of punishment and sentencing</li><li>Criminal Defences</li></ul> <b>Real World Legal Experience:</b> <ul style="list-style-type: none"><li>Visit to the courts and criminal mock trial</li></ul>	<b>Human Rights:</b> <ul style="list-style-type: none"><li>Investigating human rights and case studies</li><li>Investigating a youth human rights issue – age of criminal responsibility</li></ul> <b>Real World Legal Experience:</b> <ul style="list-style-type: none"><li>Youth Model United Nations</li></ul>	<b>Civil Law</b> <ul style="list-style-type: none"><li>Negligence</li><li>Contract and consumer law</li></ul> <b>Real World Legal Experience:</b> <ul style="list-style-type: none"><li>Mooting - mock High Court Appeal</li></ul>

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Combination Response Examination</b> <ul style="list-style-type: none"><li>120 min</li></ul>	<b>Investigation – Inquiry Report</b> <ul style="list-style-type: none"><li>1500-2000 words</li></ul>	<b>Investigation – Inquiry Report</b> <ul style="list-style-type: none"><li>1500-2000 words</li></ul>	<b>Combination Response Examination</b> <ul style="list-style-type: none"><li>120 min</li></ul>

*\*Course Structure & Assessment subject to change*

# Modern History

General senior subject (4 QCE Points)

General

## Prerequisite Subjects

B or A in HASS.

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

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

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

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/humanities-social-sciences/modern-history>

## 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.

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>WWII (1939 – 1945)</b> <ul style="list-style-type: none"><li>• Overview of the causes and course of WWII</li><li>• Experiences of Australia's experience during WWII</li><li>• The impact of WWII and its significance</li></ul>	<b>Migration experiences (1945 – present)</b> <ul style="list-style-type: none"><li>• The waves of post-World War II migration to Australia</li><li>• The impact of changing government policies on Australia's migration patterns</li><li>• The contribution of migration to Australia's changing identity as a nation</li></ul>	<b>Rights and freedoms (1945 – present)</b> <ul style="list-style-type: none"><li>• Background to the struggle of Aboriginal &amp; Torres Strait Islander Peoples for rights and freedoms before 1965</li><li>• The US civil rights movement and its influence on Australia</li><li>• The significance of civil rights for Aboriginal and Torres Strait Islander Peoples</li></ul>	<b>Popular Culture (1945 – present)</b> <ul style="list-style-type: none"><li>• The nature of popular culture in Australia at the end of World War II</li><li>• Changing nature of the music, film and television industry in Australia during the post-war period</li><li>• Australia's contribution to international popular culture</li></ul>

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Examination - Short response</b> <ul style="list-style-type: none"><li>• 90 minutes</li></ul>	<b>Independent Source Investigation</b> <ul style="list-style-type: none"><li>• 800 -1000 words</li></ul>	<b>Examination - Extended Response</b> <ul style="list-style-type: none"><li>• 800 – 1000 words</li></ul>	<b>Essay based on Research</b> <ul style="list-style-type: none"><li>• 800 – 1000 words</li></ul>

*\*Course Structure & Assessment subject to change*

# Business Studies

Applied senior subject (4 QCE Points)

Applied

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

Students develop their business knowledge and understanding through applying business practices and business functions in business contexts, analysing business information and proposing and implementing outcomes and solutions in business contexts.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business outcomes and solutions, resulting in improved economic, consumer and financial literacy.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/humanities-social-sciences/business-studies>

## Pathways

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Working in Marketing</b>	<b>Working in Administration</b>	<b>Working in Finance</b>	<b>Creating a Business and Entrepreneurship</b>

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Extended Response</b> <ul style="list-style-type: none"><li>Multimodal Pitch (3-5 minutes)</li></ul>	<b>Project</b> <ul style="list-style-type: none"><li>Action Plan (up to 600 words)</li></ul> <b>Evaluation</b> <ul style="list-style-type: none"><li>PMI (up to 400 words)</li></ul>	<b>Project</b> <ul style="list-style-type: none"><li>Written Report (up to 600 words)</li></ul> <b>Evaluation</b> <ul style="list-style-type: none"><li>Written (up to 400 words)</li></ul>	<b>Extended Response</b> <ul style="list-style-type: none"><li>Multimodal (5-7 minutes, 6-8 A4 pages, or equivalent digital media)</li></ul>

*\*Course Structure & Assessment subject to change*

# Social & Community Studies

## Applied senior subject (4 QCE Points)

Applied

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about the future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/humanities-social-sciences/social-community-studies>

## Pathways

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

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Introduction to Social and Community Studies &amp; Law Matters</b>	<b>Youth, Technologies and Wellbeing</b>	<b>Investigating Social Issues</b>	<b>Social Media, Community and Environment</b>

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Investigation</b> <ul style="list-style-type: none"> <li>Multimodal Presentation (4-7 minutes or equivalent digital media)</li> </ul>	<b>Project</b> <ul style="list-style-type: none"> <li>Written – Feature Article (600-800 words)</li> <li>Evaluation - PMI (300-500 words)</li> </ul>	<b>Extended Response</b> <ul style="list-style-type: none"> <li>Written – Report (600-1000 words)</li> </ul>	<b>Project</b> <ul style="list-style-type: none"> <li>Multimodal – Social media product (3-5 minutes, 6-8 A4 pages, or equivalent digital media)</li> <li>Evaluation PMI (300-500 words)</li> </ul>

*\*Course Structure & Assessment subject to change*

# Tourism

Applied senior subject (4 QCE Points)

Applied

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/humanities-social-sciences/tourism>

## Pathways

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

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Introduction to Tourism &amp; Tourism on the Gold Coast</b>	<b>Emerging Tourist Destinations</b>	<b>How the Tourism Industry Works</b>	<b>Travel Itineraries</b>

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Investigation</b> <ul style="list-style-type: none"><li>Written – Blog/online article (up to 800 words)</li></ul>	<b>Project</b> <ul style="list-style-type: none"><li>Multimodal – Promotional pitch (4-6 A4 pages or equivalent digital media)</li><li>Evaluation PMI (300-500 words)</li></ul>	<b>Investigation</b> <ul style="list-style-type: none"><li>Written – Investigative Report (up to 800 words)</li></ul>	<b>Project</b> <ul style="list-style-type: none"><li>Multimodal traveller informational package (2-3 minutes)</li><li>Evaluation PMI (300-500 words)</li></ul>

*\*Course Structure & Assessment subject to change*

# Diploma of Business BSB50120

## VET Qualification (8 QCE Points)

VET

### Prerequisite Subjects

B or A in English and Mathematics. General English or Literature in Year 10.

The Diploma of Business (BSB50120) is a nationally accredited vocational course that will be delivered over 18 months. Students will develop skills for middle management in business/office/administration environments. The content for this course will be delivered by a trainer from GESS Education at Southport State High School and the Diploma will be awarded by GESS when students successfully complete the 12 units of competency.

This course is designed to develop knowledge regarding the management and skills required to work in a business environment build practical skills and knowledge that may lead to employment in a business setting. Students will gain experience in workplaces that reflect the concepts covered in the program.

The first semester of this course in Year 10 is preparatory and provides foundational knowledge and skills to prepare students for the Diploma Studies. The formal study of the Diploma of Business begins with GESS at the beginning of Semester 2 in Year 10 and will continue through the senior years, projected to be completed by the end of Year 11. Students must be prepared to engage, contribute and participate in class and model behaviours expected in a business environment. Students will need to have good time management skills and be able to write academically. This course is similar to a first-year university program and therefore students should be prepared for rigorous assessment.

### Pathways

A course of study in Business can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing. The Diploma of Business may also contribute credit towards some Bachelor of Business courses at university.

### Additional Costs

A fee of \$2350\* applies to this course. This fee it is not VETiS eligible.

### Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Financial Literacy</b> <ul style="list-style-type: none"> <li>• Goal Setting and Planning</li> <li>• Budgeting and Money Management</li> <li>• Managing risk and reward</li> </ul>	<b>Enterprise and Ventures</b> <ul style="list-style-type: none"> <li>• Starting and growing new ventures</li> <li>• Entrepreneurship</li> <li>• Assessing and maintaining competitive advantage</li> </ul>	<b>Diploma Studies</b> <ul style="list-style-type: none"> <li>• <b>BSBCRT511</b> Develop critical thinking in others</li> <li>• <b>BSBFIN501</b> Manage budgets and financial plans</li> <li>• <b>BSBOPS501</b> Manage business resources</li> </ul>	<b>Diploma Studies</b> <ul style="list-style-type: none"> <li>• <b>BSBSUS511</b> Develop workplace policies and procedures for sustainability</li> <li>• <b>BSBXCM501</b> Lead communication in the workplace</li> </ul>

### Assessment

Term 1	Term 2	Term 3	Term 4
<b>Project</b> <ul style="list-style-type: none"> <li>• Practical and Written – Financial Assessment Portfolio (600 – 800 words)</li> </ul>	<b>Extended Response</b> <ul style="list-style-type: none"> <li>• Written – Business Plan (1000 – 1200 words)</li> </ul>	<b>Knowledge questions</b>  <b>Project</b>	<b>Knowledge questions</b>  <b>Project</b>

\*Fee subject to change

\*\*Course Structure & Assessment subject to change

# Certificate IV Justice Studies 10283NAT

## VET Qualification (8 QCE Points)

VET

The Certificate IV in Justice Studies (10971NAT) qualification is a nationally recognised qualification and the course is externally assessed by Professional Investigators College of Australia (PICA). The qualification is an excellent opportunity for High School students to take the first step towards a successful career in the justice industry. They will obtain a head start in the local job market and can use the qualification as a step towards further education. The study of The Certificate IV in Justice Studies begins with at the beginning of Semester 1 in year 10 and will continue through the senior years, projected to be completed by the end of Term 3 in year 11.

### Pathways

This course can help prepare students for the Bachelor of Criminology and Justice at the University of the Sunshine Coast or a Bachelor of Justice at other universities. The course also has close links with the Diploma of Crime and Justice at TAFE QLD, with Queensland Courts and with the Queensland Police. The course is developed alongside industry personnel.

### Additional Costs

A fee of \$750\* applies to this course payable to PICA. There are no payment options for this fee and it is not VETiS eligible.

### Course Structure

Term 1	Term 2	Term 3	Term 4
<b>BSBLEG421</b> - Apply Understanding of the Australian Legal System	<b>NAT10971001</b> - Provide Information and Referral Advice <b>NAT10971002</b> - Prepare Documents for Court Proceedings	<b>NAT10971003</b> - Analyse Social Justice Issues <b>PSPREG033</b> - Apply Regulatory Powers	<b>BSBXC401</b> - Apply Communication Strategies in the Workplace <b>PSPREG010</b> - Prepare Brief of Evidence

### Assessment

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>• Online quiz</li> <li>• Written Report</li> <li>• Self-Assessment Activity</li> <li>• Monthly Planner</li> <li>• Resume</li> </ul>	<ul style="list-style-type: none"> <li>• Extended Response to stimulus</li> <li>• Short response to criminal cases</li> <li>• Court documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Online quiz</li> <li>• Writing and preparing a Brief of Evidence in response to criminal case</li> </ul>	<ul style="list-style-type: none"> <li>• Extended Essay Responses to social justice issues</li> </ul>

\*Fee subject to change

\*\*Course Structure & Assessment subject to change

# Engineering

General senior subject (4 QCE Points)

General

## Prerequisite Subjects

B or A in Mathematics. General Maths in Year 10.

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.

Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/technologies/engineering>

## Pathways

A course of study in Engineering Year 10 directly leads to the senior subject Engineering in Year 11 and 12. This is the basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Simple Machines</b> <ul style="list-style-type: none"><li>Identify and use knowledge of simple machines to help calculate mechanical advantage.</li></ul> <b>History of Engineering</b> <ul style="list-style-type: none"><li>Recognise and describe ethical engineering practice.</li></ul>	<b>Drag Racer</b> <ul style="list-style-type: none"><li>Apply understanding of engineering materials and rapid prototyping principles to produce a Drag Racer.</li><li>Engineering Problem Solving Process</li></ul>	<b>Combat Robotics</b> <ul style="list-style-type: none"><li>Apply the Engineering Problem Solving Process to develop a Combat Robot to destroy your opponents.</li></ul>	<b>Society, Mechanics &amp; Machine Control</b> <ul style="list-style-type: none"><li>Robotics Helping People,</li><li>Emerging Needs</li><li>Automation vs Autonomy</li></ul>

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Examination</b> <ul style="list-style-type: none"><li>90 mins</li></ul>	<b>Folio + Prototype</b> <ul style="list-style-type: none"><li>Part A - 6 A3 Pages</li><li>Part B - 1 A4 page</li></ul>	<b>Folio + Prototype</b> <ul style="list-style-type: none"><li>Part A - 6 A3 Pages</li><li>Part B - 1 A4 page</li></ul>	<b>Examination</b> <ul style="list-style-type: none"><li>90 min</li></ul>

\*Course Structure & Assessment subject to change

# Design

General senior subject (4 QCE Points)

General

## Prerequisite Subjects

B or A in English.

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

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

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design.

Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/technologies/design>

## Pathways

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

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Design In Practice</b> <ul style="list-style-type: none"><li>• Experience Design</li><li>• Design Process</li><li>• Design Styles</li></ul>	<b>Commercial Design</b> <ul style="list-style-type: none"><li>• Explore client needs and wants</li><li>• Develop collaborative design processes to commercial problems</li></ul>	<b>Human Centred Design</b> <ul style="list-style-type: none"><li>• Understand how designers ensure their designs meet the needs and wants of people</li></ul>	<b>Sustainable Design</b> <ul style="list-style-type: none"><li>• Identify How sustainable design opportunities are identified</li></ul>

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Examination</b> <ul style="list-style-type: none"><li>• 60 minutes plus 15 minutes planning time</li></ul>	<b>Project - Portfolio</b> <ul style="list-style-type: none"><li>• Multimodal - 6-8 A3 pages</li><li>• Written - one A3 page (max. 300 words)</li><li>• Multimodal Presentation - 2-3 minute spoken supported by one A3 page</li></ul>	<b>Project - Portfolio</b> <ul style="list-style-type: none"><li>• Multimodal - 6-8 A3 pages</li><li>• Written - one A3 page (max. 300 words)</li><li>• Multimodal Presentation - 2-3 minute spoken supported by one A3 page</li></ul>	<b>Examination</b> <ul style="list-style-type: none"><li>• 70 minutes plus 15 minutes planning time</li></ul>

*\*Course Structure & Assessment subject to change*

# Fashion

Applied senior subject (4 QCE Points)

Applied

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.

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

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_fashion\\_24\\_app\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_fashion_24_app_syll.pdf)

## Pathways

This can establish a basis for further education and employment in a range of roles, students may become fashion designers, pattern makers, or work in garment technology. The field also offers opportunities in textile design, fashion buying, and quality control. There's a growing demand for professionals in fashion journalism, sustainable fashion, and innovation. Additionally, many find success as freelancers or entrepreneurs, establishing their own brands or offering consultancy services within the fashion industry.

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Rags to Bags</b> Embedded: Skills Development <ul style="list-style-type: none"><li>• Fashion Skills Set</li><li>• Sketching</li><li>• Sewing</li><li>• Patterning</li><li>• Embroidery</li><li>• Fast Fashion/Upcycling</li></ul>	<b>SSHS Promotional school apparel (Drawings)</b> Embedded: Skills Development <ul style="list-style-type: none"><li>• Brief Interpretation</li><li>• Textile properties and purposes</li><li>• Sketching</li><li>• Mood boards and inspiration</li><li>• Digital illustrations</li></ul>	<b>SSHS Promotional school apparel (Product)</b> Embedded: Skills Development <ul style="list-style-type: none"><li>• Brief Interpretation</li><li>• Patterning</li><li>• Sewing, fitting and finishing skills</li><li>• Vinyl transfer process</li><li>• Production of product</li></ul>	<b>PJ Set - Peter Alexander</b> Embedded: Skills Development <ul style="list-style-type: none"><li>• Brief Interpretation – Fashion designers</li><li>• Patterning</li><li>• Sewing, fitting and finishing skills</li><li>• Sketching for purpose</li><li>• Digital illustrations</li></ul>

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Project</b> <ul style="list-style-type: none"><li>• Multimodal Non-Presentation - 4-6 A3 pages</li></ul>	<b>Project</b> <ul style="list-style-type: none"><li>• Multimodal Non-Presentation - 4-6 A3 pages</li></ul>	<b>Project</b> <ul style="list-style-type: none"><li>• Multimodal Non-Presentation - 4-6 A3 pages</li></ul>	<b>Project</b> <ul style="list-style-type: none"><li>• Multimodal Non-Presentation - 4-6 A3 pages</li></ul>

\*Course Structure & Assessment subject to change

# Building & Construction Skills

Applied senior subject (4 QCE Points)

Applied

Building and Construction Skills focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment.

Students will also complete a Certificate I in construction and gain their construction industry white card. They will learn to meet customer expectations of quality at a specific price and time. In addition, they understand industry practices; interpret specifications, including information and drawings; safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment; communicate using oral, written and graphical modes; organise, calculate and plan construction processes; and evaluate the structures they create using predefined specifications.

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/technologies/building-construction-skills>

## Pathways

A course of study in Building and Construction year 10 directly leads to the senior subject Building and Construction in year 11 and 12.

A course of study in Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Cubby House Model</b> <ul style="list-style-type: none"><li>• Timber stud structure</li><li>• Timber frame components</li><li>• Measurement and accuracy</li></ul>	<b>CONCRETE PHONE STAND</b> <ul style="list-style-type: none"><li>• Concrete ratios</li><li>• Worksite safety</li></ul>	<b>Wooden Carry All</b> <ul style="list-style-type: none"><li>• Jointing Techniques</li><li>• Interpreting and Analysing Plans</li><li>• Measurement and Accuracy</li></ul>	<b>Worksite stool</b> <ul style="list-style-type: none"><li>• Jointing Techniques</li><li>• Interpreting and Analysing Plans</li><li>• Measurement and Accuracy</li></ul>

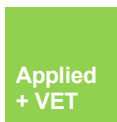
## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Multimodal Presentation</b> <ul style="list-style-type: none"><li>• 2 – 4 minutes</li><li>• PPT of Similar</li></ul>	<b>Multimodal Non-Presentation</b> <ul style="list-style-type: none"><li>• 2 – 4 minutes</li><li>• PPT of Similar</li></ul>	<b>Multimodal Non-Presentation</b> <ul style="list-style-type: none"><li>• 2 – 4 minutes</li><li>• PPT of Similar</li></ul>	<b>Multimodal Presentation</b> <ul style="list-style-type: none"><li>• 2 – 4 minutes</li><li>• PPT of Similar</li></ul>

*\*Course Structure & Assessment subject to change*

# Certificate II Construction CPC20220

## VET (4 Core QCE Points)



Blue Dog Training (RTO Code: 31193)

[www.bluedogtraining.com.au](http://www.bluedogtraining.com.au)

07 3331 6004

### Description

The CPC20220 qualification introduces learners to recognised construction trades and provides credit toward a construction industry Australian Apprenticeship (excluding plumbing).

Units of competency cover essential work health and safety, communication, work planning, and the basic use of tools and materials. The course includes core units common to most Certificate III qualifications and is structured around a practical construction project that integrates these skills and employability outcomes.

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

### Application

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

The emphasis is on using construction tools and equipment to complete practical tasks safely, ensuring the well-being of learners and those around them.

### Eligibility - Cost

This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one approved funded qualification.

Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of \$1,200.

For eligibility requirements, refer to the Blue Dog Training website:

<https://bluedogtraining.com.au/en-au/for-schools>

For information on the refund policy, visit:

<https://bluedogtraining.com.au/en-au/company-policies#level-3>

### Training and Assessment Delivery

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

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

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

- An asterisk (\*) indicates a prerequisite unit. Prerequisite units must be assessed before any unit marked with an asterisk. \*
- Elective units may change prior to program commencement to ensure alignment with current industry practices.
- # CPCWHS1001 meets WHSQ requirements for General Construction Induction Training (GCIT) and must be completed before site access. Completion of this unit in the Blue Dog Training VETiS program results in a WHSQ Construction Induction ("White Card").
- More information about this qualification is available at: <https://training.gov.au/Training/Details/CPC20220>

### Core

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

### Elective

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

# Engineering Skills

Applied senior subject (4 QCE Points)

Applied

Engineering Skills focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry.

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

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/technologies/engineering-skills>

## Pathways

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

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Tool Carry All – Sheet Metal</b> <ul style="list-style-type: none"><li>• Workshop Safety</li><li>• Sheet Metal Handling</li><li>• Interpreting and Analysing Plans</li><li>• Measurement and Accuracy</li></ul>	<b>Tea Light Holder – Fitting and Fabrication</b> <ul style="list-style-type: none"><li>• Physical Joining Techniques</li><li>• Metal Finishing</li><li>• Copper Polishing</li></ul>	<b>Aluminium Plaque – CNC Manufacturing</b> <ul style="list-style-type: none"><li>• CAD and CAM Processes</li><li>• Aluminium Polishing</li><li>• Metal Forming</li></ul>	<b>G-Clamp/Nut Cracker</b> <ul style="list-style-type: none"><li>• Interpreting and Analysing Plans</li><li>• Measurement and Accuracy</li><li>• Metal Welding</li></ul>

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Project</b> <ul style="list-style-type: none"><li>• Multimodal Presentation – 2-3 minutes PPT or Similar</li><li>• 4-6 Pages</li></ul>	<b>Project</b> <ul style="list-style-type: none"><li>• Multimodal Presentation – 2-3 minutes PPT or Similar</li><li>• 4-6 Pages</li></ul>	<b>Project</b> <ul style="list-style-type: none"><li>• Multimodal Presentation – 2-3 minutes PPT or Similar</li><li>• 4-6 Pages</li></ul>	<b>Project</b> <ul style="list-style-type: none"><li>• Multimodal Presentation – 2-3 minutes PPT or Similar</li><li>• 4-6 Pages</li></ul>

*\*Course Structure & Assessment subject to change*

# Certificate II Engineering Pathways MEM20422

## VET (4 QCE Points)

Applied  
VET

Blue Dog Training (RTO Code: 31193)

[www.bluedogtraining.com.au](http://www.bluedogtraining.com.au)

07 3331 6004

### Description

The CPC20220 qualification introduces learners to recognised construction trades and provides credit toward a construction industry Australian Apprenticeship (excluding plumbing).

Units of competency cover essential work health and safety, communication, work planning, and the basic use of tools and materials. The course includes core units common to most Certificate III qualifications and is structured around a practical construction project that integrates these skills and employability outcomes.

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

### Application

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

The emphasis is on using construction tools and equipment to complete practical tasks safely, ensuring the well-being of learners and those around them.

### Eligibility - Cost

This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one approved funded qualification.

Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of \$1,200.

For eligibility requirements, refer to the Blue Dog Training website:

<https://bluedogtraining.com.au/en-au/for-schools>

For information on the refund policy, visit:

<https://bluedogtraining.com.au/en-au/company-policies#level-3>

### Training and Assessment Delivery

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

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

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

- An asterisk (\*) indicates a prerequisite unit. Prerequisite units must be assessed before any unit marked with an asterisk. \*
- Elective units may change prior to program commencement to ensure alignment with current industry practices.
- # CPCWHS1001 meets WHSQ requirements for General Construction Induction Training (GCIT) and must be completed before site access. Completion of this unit in the Blue Dog Training VETiS program results in a WHSQ Construction Induction ('White Card').
- More information about this qualification is available at:  
<https://training.gov.au/Training/Details/CPC20220>

### Core

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

### Elective

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

# Furnishing Skills

Applied senior subject (4 QCE Points)

Applied

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

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

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/technologies/industrial-technology-skills>

## Pathways

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

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>BBQ Serving Tray</b> <ul style="list-style-type: none"><li>• Workshop Safety</li><li>• Analysing Plans</li><li>• Measurement and Accuracy</li><li>• Graphic Communication</li><li>• Sketching</li></ul>	<b>ECO Lamp</b> <ul style="list-style-type: none"><li>• Analysing Plans</li><li>• Measurement and Accuracy</li><li>• Electronics and Soldering</li><li>• Multi Material Joining</li></ul>	<b>Toy Truck</b> <ul style="list-style-type: none"><li>• Technical Drafting</li><li>• Plastic Forming</li><li>• Measurement and Accuracy</li><li>• Part Assembly</li></ul>	<b>Candelabra</b> <ul style="list-style-type: none"><li>• Technical Drafting</li><li>• Timber Jointing</li><li>• Timber finishing</li></ul>

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Project</b> <ul style="list-style-type: none"><li>• Multimodal Presentation – 2-3 minutes PPT or Similar</li><li>• 4-6 Pages</li></ul>	<b>Project</b> <ul style="list-style-type: none"><li>• Multimodal Presentation – 2-3 minutes PPT or Similar</li><li>• 4-6 Pages</li></ul>	<b>Project</b> <ul style="list-style-type: none"><li>• Multimodal Presentation – 2-3 minutes PPT or Similar</li><li>• 4-6 Pages</li></ul>	<b>Project</b> <ul style="list-style-type: none"><li>• Multimodal Presentation – 2-3 minutes PPT or Similar</li><li>• 4-6 Pages</li></ul>

*\*Course Structure & Assessment subject to change*

# Information & Communication Technology

Applied senior subject (4 QCE Points)

Applied

Information & Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/technologies/information-communication-technology-skills>

## Pathways

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

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Our Reality</b> <ul style="list-style-type: none"><li>Artificial Intelligence</li><li>Use of AI, VR and AR in society.</li><li>Video Editing</li><li>Explanation of Data Compression</li></ul>	<b>E-Sports</b> <ul style="list-style-type: none"><li>Investigating Esports</li><li>Data Validation</li><li>Testing Data</li><li>Management of project work.</li></ul>	<b>Blender Render</b> <ul style="list-style-type: none"><li>Office Snacks</li><li>Privacy and Security</li><li>Evaluation of ICT techniques</li></ul>	<b>Co Spaces</b> <ul style="list-style-type: none"><li>Cyber Security</li><li>Creation of VR Spaces</li><li>Testing and Refining</li></ul>

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Project</b> <ul style="list-style-type: none"><li>Product - 3 minutes</li><li>Multimodal - 6 A4 pages or equivalent digital media</li></ul>	<b>Project</b> <ul style="list-style-type: none"><li>Product - 3 minutes</li><li>Multimodal - 6 A4 pages or equivalent digital media</li></ul>	<b>Project</b> <ul style="list-style-type: none"><li>Product - 3 minutes</li><li>Multimodal - 6 A4 pages or equivalent digital media</li></ul>	<b>Project</b> <ul style="list-style-type: none"><li>Product - 3 minutes</li><li>Multimodal - 6 A4 pages or equivalent digital media</li></ul>

*\*Course Structure & Assessment subject to change*

# Industrial Graphics Skills

## Applied senior subject (4 QCE Points)

Applied

Industrial Graphics Skills focuses on the underpinning industry practices and production processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing.

Students understand industry practices, interpret technical information and drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/technologies/industrial-graphics-skills>

### Pathways

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

### Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Toy Maker</b> <ul style="list-style-type: none"> <li>Graphic Communication</li> <li>Sketching</li> <li>AS1100 Standards</li> <li>3D Modelling</li> <li>3D printing</li> </ul>	<b>Architectural Communication</b> <ul style="list-style-type: none"> <li>Sketching</li> <li>Building Design</li> <li>AS1100 Standards</li> <li>3D Modelling</li> </ul>	<b>Reverse Engineering</b> <ul style="list-style-type: none"> <li>Lego Sketching</li> <li>3D modelling</li> <li>3D assembly</li> </ul>	<b>Edge Lit</b> <ul style="list-style-type: none"> <li>Manufacturing Drawing</li> <li>3D modelling</li> <li>3D assembly</li> <li>Production of Product</li> </ul>

### Assessment

Term 1	Term 2	Term 3	Term 4
<b>Project</b> <ul style="list-style-type: none"> <li>Multimodal Non-Presentation - 4-6 A3 pages</li> </ul>	<b>Project</b> <ul style="list-style-type: none"> <li>Multimodal Non-Presentation - 4-6 A3 pages</li> </ul>	<b>Project</b> <ul style="list-style-type: none"> <li>Multimodal Non-Presentation - 4-6 A3 pages</li> </ul>	<b>Project</b> <ul style="list-style-type: none"> <li>Multimodal Non-Presentation - 4-6 A3 pages</li> </ul>

*\*\*Course Structure & Assessment subject to change*

# Health

General senior subject (4 QCE Points)

General

## Prerequisite Subjects

B or A in English.

Health is a general subject that explores many significant health issues that face the Australian and Gold Coast community. Students explore various determinants that create and promote/decrease lifelong health, learning and active citizenship. The health issues that are studied are the most significant to our community and students will be provided with health literacy to help navigate these issues.

To compliment the classroom learning experience, health students attend a P.A.R.T.Y program at the gold coast hospital; this program provides students with information about trauma that will enable them to recognise potential injury-producing situations, make prevention-orientated choices, and adopt behaviours that minimise unnecessary risk.

Also, health students utilise a positive psychology framework called PERMA+ to help develop resilience skills through multiple activities; meditation, yoga, colouring in, flour babies, listening to music, watching the clouds

Health utilises and informs students about barriers, enablers that are present within health issues and provides them with resources that are critical to improve and provide sustainable health change at personal, peer, family and community levels. Student's plan, implement, evaluate and reflect on specific innovations and action strategies that mediate, enable and advocate change through health promotion.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/health-physical-education/health>

## Pathways

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

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>National Health Priority Areas</b> <ul style="list-style-type: none"><li>• 8 main health issues facing Australia</li><li>• Use specific health frameworks to identify and analyse these problems:</li><li>• River of Life</li><li>• Determinants of health</li></ul>	<b>Nutrition</b> <ul style="list-style-type: none"><li>• Adolescent nutrition</li><li>• Analyse your own nutrition</li><li>• Utilise the following framework:</li><li>• River of life</li><li>• Determinants of health</li><li>• REAIM</li></ul>	<b>Alcohol and Adolescents</b> <ul style="list-style-type: none"><li>• Teen culture in regards to drinking</li><li>• Peer and family influence and observed behaviours on Alcohol</li><li>• Utilise the following frameworks:</li><li>• River of life</li><li>• Determinants of Health</li><li>• Social Ecological Model</li></ul>	<b>Resilience</b> <ul style="list-style-type: none"><li>• Define and understand what resilience is</li><li>• Practice strategies to develop resilience levels</li><li>• Utilise the following frameworks:</li><li>• River of life</li><li>• Determinants of health</li><li>• REAIM</li><li>• PERMA+</li></ul>

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Research Report</b> <ul style="list-style-type: none"><li>• 600-800 words</li></ul>	<b>Research Report</b> <ul style="list-style-type: none"><li>• 1000-1200 words</li></ul>	<b>Examination</b> <ul style="list-style-type: none"><li>• 120 mins</li></ul>	<b>Examination</b> <ul style="list-style-type: none"><li>• 120 mins</li></ul>

*\*Course Structure & Assessment subject to change*

# Physical Education

General senior subject (4 QCE Points)

General

Physical education is a General Subject that focuses on students learning through participating in physical activity. This means that the theory and practical components integrate together to help students learn. Students will participate in physical activities and collect data on their performance to provide the focus for their assessment.

Students learn how functional anatomy, energy systems, biomechanics, sociology and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Through engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Physical education is a great subject for students who like learning through playing sport and are good at writing assignments.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/health-physical-education/physical-education>

## Pathways

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

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Sport Sociology Equity &amp; Access</b> <ul style="list-style-type: none"><li>Ethics and integrity in sport</li><li>Equity and access in sport</li></ul> <b>Individual Sport</b> <ul style="list-style-type: none"><li>Swimming</li></ul>	<b>Energy Systems</b> <ul style="list-style-type: none"><li>how the body provides energy for physical activity</li></ul> <b>Invasion Sport</b> <ul style="list-style-type: none"><li>Touch or Netball or Basketball</li></ul>	<b>Fitness and Training</b> <ul style="list-style-type: none"><li>how the body responds to specific exercise</li><li>Training program design</li></ul> <b>Invasion Sport</b> <ul style="list-style-type: none"><li>Touch or Netball or Basketball</li></ul>	<b>Tactical Awareness</b> <ul style="list-style-type: none"><li>how we learn skills</li><li>understanding the importance movement strategies</li></ul> <b>Net and Court Sport</b> <ul style="list-style-type: none"><li>Tennis or Volleyball</li></ul>

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Investigation report</b> <ul style="list-style-type: none"><li>600 – 800 words</li></ul> <b>Physical Performance</b> <ul style="list-style-type: none"><li>25m Freestyle swim</li></ul>	<b>Examination</b> <ul style="list-style-type: none"><li>75 min</li></ul> <b>Physical Performance</b> <ul style="list-style-type: none"><li>Apply and demonstrate skill in game play</li></ul>	<b>Multimodal Presentation</b> <ul style="list-style-type: none"><li>9-11 min</li></ul> <b>Physical Performance</b> <ul style="list-style-type: none"><li>Apply and demonstrate skill in game play</li></ul>	<b>Multimodal Presentation</b> <ul style="list-style-type: none"><li>3 - 4 min</li></ul> <b>Physical Performance</b> <ul style="list-style-type: none"><li>Apply and demonstrate skill in game play</li></ul>

Assessment in Physical Education is based on 80% theory and 20% practical.

*\*Course Structure & Assessment subject to change*

# Hospitality

Applied senior subject (4 QCE Points)

Applied

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/technologies/hospitality-practices>

## 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.

## Additional Costs

A Levy\* of \$180 per year applies to this course to cover ingredients and other course supplies.

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Bush Tucker</b> <ul style="list-style-type: none"><li>Explore the use of native Australian ingredients in cooking</li><li>Produce meals using native Australian ingredients</li></ul>	<b>Takeaway Meals</b> <ul style="list-style-type: none"><li>Produce and serve takeaway meals to customers</li><li>Characteristics of good customer service</li></ul>	<b>Coffee Shop</b> <ul style="list-style-type: none"><li>Introduction to espresso coffee</li><li>Produce and serve espresso coffee to customers</li></ul>	<b>World Teacher Day</b> <ul style="list-style-type: none"><li>Produce and serve items suitable for a grazing box</li></ul>

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Practical Demonstration</b> <ul style="list-style-type: none"><li>Practical demonstration of bush tucker menu item</li><li>Multimodal presentation - up to 5 minutes, 8 A4 pages or equivalent digital media</li></ul>	<b>Project</b> <ul style="list-style-type: none"><li>Practical demonstration of takeaway meal event</li><li>Multimodal presentation - up to 5 minutes, 8 A4 pages or equivalent digital media</li></ul>	<b>Project</b> <ul style="list-style-type: none"><li>Practical demonstration of coffee shop event</li><li>Multimodal presentation - up to 5 minutes, 8 A4 pages or equivalent digital media</li></ul>	<b>Project</b> <ul style="list-style-type: none"><li>Practical demonstration of World Teacher Day event</li><li>Multimodal presentation - up to 5 minutes, 8 A4 pages or equivalent digital media</li></ul>

\*Fee subject to change

\*\*Course Structure & Assessment subject to change

# Sport & Recreation

Applied senior subject (4 QCE Points)

Applied

Sport and Recreation introduces students to the role that sport and recreation plays in the lives of individuals and the community. Participation in Sport and Recreation will contribute to enhancing students' experiences and opportunities regarding employment, enterprise and further study within the sport and recreation industry. The skills developed in sport and recreation may be orientated towards work, personal fitness, or general health and wellbeing. While the course will cover both physical and theoretical components, much of the assessment will involve sports facilitation and management. It is essential that students be prepared to lead classes in training simulations and be prepared to participate in all sporting activities.

Students will be involved in learning experiences that allow them to develop interpersonal skills and encourage them to appreciate and value active involvement in sporting and recreational activities. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Learning experiences may include: Tournament Organisation, Sport Nutrition, Sports Medicine and First Aid, Coaching, Careers in Sport, Recreation and Fitness Industry, Training for Fitness, Health and Safety, Interpersonal Communication, Team Building and Problem Solving.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/health-physical-education/sport-recreation>

## Pathways

A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance. Sport and Recreation provides a foundation for students who wish to pursue a career or further study in sport related fields such as:

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Athlete Wellbeing and Skill Development</b> <ul style="list-style-type: none"><li>Athlete development – physical, psychological technical and tactical skills</li></ul> <b>Sport</b> <ul style="list-style-type: none"><li>Badminton, tennis or Oztag</li></ul>	<b>Coaching and Officiating</b> <ul style="list-style-type: none"><li>Coaching techniques and officiating signals</li></ul> <b>Sport</b> <ul style="list-style-type: none"><li>Touch, volleyball or basketball</li></ul>	<b>Fitness for Sport and Recreation</b> <ul style="list-style-type: none"><li>Gym Programs</li><li>Exercise prescription</li></ul> <b>Sport</b> <ul style="list-style-type: none"><li>Touch, volleyball or handball</li></ul>	<b>Event Management</b> <ul style="list-style-type: none"><li>Tournament planning and organisation</li></ul> <b>Sport</b> <ul style="list-style-type: none"><li>Swimming</li></ul>

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Performance</b> <ul style="list-style-type: none"><li>Multimodal Presentation - 4 minutes</li><li>Evaluation – written (up to 500 words)</li></ul>	<b>Project</b> <ul style="list-style-type: none"><li>Investigation - written (up to 500 words)</li><li>Multimodal - 4 minutes</li><li>Evaluation - written (up to 500)</li></ul>	<b>Project</b> <ul style="list-style-type: none"><li>Investigation - written (up to 500 words)</li><li>Multimodal - 4 minutes</li><li>Evaluation - written (up to 500)</li></ul>	<b>Performance</b> <ul style="list-style-type: none"><li>Multimodal Presentation - 4 minutes</li><li>Evaluation – written (up to 500 words)</li></ul>

**Please note:** Students are unable to study Sport and Recreation if they are also studying Certificate III Fitness or Sports Excellence

\*Course Structure & Assessment subject to change

# Sports Excellence (AFL, Netball, Basketball, Rugby League, Soccer, or Touch)

VET

## Cert II Coaching SIS20321, and Cert III Fitness SIS30321 VET Qualification (8 QCE Points)

These 6 subjects are specifically designed to allow the continuation of our Specialised Sport Excellence courses in Basketball, Netball, Touch, Soccer, Rugby League and AFL in Years 10, 11 and 12. Students will continue to develop their capacities in their selected sport in conjunction with completing Cert II Coaching and Cert III Fitness. This ensures students can still be involved in the sport they love while gaining credit points towards their QEC, and 2 Nationally recognised qualifications.

The theoretical concepts covered will educate sport excellence students in a number of areas relevant to elite sports development. Students will study: Fitness Testing, Fitness Program Writing, Nutrition, Anatomy, Risk Assessment, Special Populations, Postural Screening, First Aid.

### Pathways

A course of study in Cert II Coaching and Cert III Fitness can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

### Additional Costs

The fee for Sports Excellence is \$180\* per year to cover expenses associated with the Excellence program (*Rugby League \$360*). The certificate courses that students complete as part of Sport Excellence are free, if you are VETiS eligible and have not used your funding elsewhere. A fee of \$750\* applies to this course if you are not utilising VETiS. Enrolment in the vocational qualifications and accredited courses listed will be subject to the DTET final publication of the 2027 Career Ready VETiS funded qualifications. Southport State High School will finalise its delivery arrangements with the providers before confirming Career Ready VET enrolments for 2027. If funding for particular certificate courses does not continue, students and parents/carers will be contacted to discuss pathway and course options.

### Course Structure

Core	Units of Competency
HLTAID011	Provide First Aid
SIRXWHS001	Work safely
SISSSCO002	Work in community coaching role
<b>Electives</b>	
HLTAID009	Provide CPR
HLTAID010	Provide basic emergency support
SISXEMR003	Respond to emergency situations
SISSSCO001	Conduct sport coaching sessions with foundation level participants

NB: There are 2 units in Cert II embedded in Cert III – highlighted above

### Assessment

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>Complete online competencies</li> <li>Complete Practical Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Complete online competencies</li> <li>Complete Practical Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Complete online competencies</li> <li>Complete Practical Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Complete online competencies</li> <li>Complete Practical Tasks</li> </ul>

\*Fee subject to change

\*\*Course Structure & Assessment subject to change

# Certificate III Fitness and Certificate II in Coaching

## VET Qualification (8 QCE Points)

VET

Cert III Fitness and Cert II Coaching are vocational education certificates that students complete through the College of Health and Fitness's online platform. Southport High teachers deliver each of the units of competency and prepare students for the practical and theoretical assessment.

The theoretical concepts covered in the Cert II Sport and Recreation and Cert III Fitness prepare student for future study or work in the sport and recreation industry. Students will study Fitness Testing, Fitness Program Writing, Nutrition, Anatomy, Risk Assessment, Special Populations, Postural Screening, First Aid.

### Pathways

Completion of Cert II Coaching and Cert III Fitness can establish a basis for further education and employment in the fields of fitness, outdoor recreation, education, sports administration, community health and recreation and sport performance. Cert III Fitness prepares students a Personal Trainer or Gym Instructors will only need to complete a Cert IV Fitness.

### Additional Costs

The certificates courses that students complete as part of Sport Excellence are free, if you are VETiS eligible and have not used your funding elsewhere. A fee of \$700\* applies to this course if you are not utilising VETiS. This Course is free if you are VETiS Eligible and have not used your funding elsewhere. Enrolment in the vocational qualifications and accredited courses listed will be subject to the DTET final publication of the 2026 Career Ready VETiS funded qualifications. Southport State High School will finalise its delivery arrangements with the providers before confirming Career Ready VET enrolments for 2026. If funding for particular certificate courses does not continue, students and parents/carers will be contacted to discuss pathway and course options.

### Course Structure

Term 1	Term 2	Term 3	Term 4
<b>VET Units</b> <b>HLTWHS001</b> - Participate in workplace health and safety. <b>SISOFLD001</b> - Assist in conducting recreation sessions.	<b>VET Units</b> <b>SIXCCS004</b> - Provide quality service. <b>SIXEMR003</b> - Respond to emergency situations. <b>SIXFAC006</b> - Maintain activity equipment.	<b>VET Units</b> <b>SIXIND011</b> - Maintain sport, fitness, and recreation industry knowledge. <b>BSBPEF301</b> - Organise personal work priorities. <b>BSBSUS211</b> - Participate in sustainable work practices.	<b>VET Units</b> <b>HLTAID011</b> - Provide First Aid <b>BSBXTW301</b> - Work in a team.

### Assessment

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"><li>Complete online competencies</li><li>Complete Practical Tasks</li></ul>	<ul style="list-style-type: none"><li>Complete online competencies</li><li>Complete Practical Tasks</li></ul>	<ul style="list-style-type: none"><li>Complete online competencies</li><li>Complete Practical Tasks</li></ul>	<ul style="list-style-type: none"><li>Complete online competencies</li><li>Complete Practical Tasks</li></ul>

\*Fee subject to change

\*\*Course Structure & Assessment subject to change

# Biology

General senior subject (4 QCE Points)

General

## Prerequisite Subjects

B or A for Science and Mathematics. General Mathematics in Year 10.

Biology provides opportunities for students to engage with living systems.

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

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

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/sciences/biology>

## 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.

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Cells and Multicellular Organisms</b> <ul style="list-style-type: none"><li>Cells as the basis of life</li><li>Multicellular organisms</li></ul>	<b>Hereditary and Continuity of Life</b> <ul style="list-style-type: none"><li>DNA, genes and the continuity of life</li><li>Continuity of life on Earth</li></ul>	<b>Maintaining the Internal Environment</b> <ul style="list-style-type: none"><li>Human anatomy</li><li>Homeostasis</li></ul>	<b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"><li>Describing biodiversity</li><li>Ecosystem dynamics</li></ul>

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Research Investigation Task</b> <ul style="list-style-type: none"><li>1000 – 1500 words</li></ul>	<b>Examination</b> <ul style="list-style-type: none"><li>90 mins</li></ul>	<b>Examination – Data Test</b> <ul style="list-style-type: none"><li>60 mins</li></ul>	<b>Student Experiment</b> <ul style="list-style-type: none"><li>1000 – 1500 words</li></ul>

*\*Course Structure & Assessment subject to change*

# Chemistry

General senior subject (4 QCE Points)

General

## Prerequisite Subjects

B or A for Science and Mathematics. General Mathematics in Year 10.

Chemistry is the study of materials and their properties and structure. Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore acids and bases, aqueous solutions and rates of reaction. They explore introductory organic chemistry to examine the characteristic chemical properties and basic chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/sciences/chemistry>

## 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.

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Foundation Chemistry</b> <ul style="list-style-type: none"><li>• Properties and structure of atoms</li><li>• Properties and structure of materials</li><li>• Chemical reactions: reactants, products and energy change</li></ul>	<b>Chemical quantities and reactions</b> <ul style="list-style-type: none"><li>• Rates of chemical reactions</li></ul>	<b>Quantitative Chemistry</b> <ul style="list-style-type: none"><li>• Stoichiometry</li><li>• Acids and bases</li></ul>	<b>Organic Chemistry</b> <ul style="list-style-type: none"><li>• Properties and structure of organic materials</li></ul>

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Research Investigation Task</b> <ul style="list-style-type: none"><li>• 1000 – 1500 words</li></ul>	<b>Examination – Data Test</b> <ul style="list-style-type: none"><li>• 60 minutes</li></ul>	<b>Student Experiment Task</b> <ul style="list-style-type: none"><li>• 1000 – 1500 words</li></ul>	<b>Examination</b> <ul style="list-style-type: none"><li>• 90 mins</li></ul>

*\*Course Structure & Assessment subject to change*

# Marine Science

General senior subject (4 QCE Points)

General

## Prerequisite Subjects

B or A for Science and Mathematics. General Mathematics in Year 10.

Marine Science is the study of an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources. Students study oceanography, marine biology, coral reef ecology, changes to the reef and the connectivity between marine systems, ocean issues and resource management. They consider the future of our oceans and techniques for managing fisheries.

Students develop their sense of wonder and curiosity about the complexity of marine life; appreciation of the maintaining biological support systems and a respect for all living things; understanding major marine science concepts, theories and models related to marine systems and how they interact and are interrelated. They creatively and analytically evaluate scientific claims and arguments and interpret scientific evidence to make judgments and decisions about the effective management of the marine environment.

They communicate marine science understanding, findings, and conclusions through the use of appropriate representations, modes and genres. Students plan and carry out fieldwork, laboratory and other research investigations; Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/sciences/marine-science>

## Pathways

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

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Marine Biology</b> <ul style="list-style-type: none"><li>Fish, Shark and Whale anatomy and adaptations</li><li>Coral anatomy relationships and threats</li></ul>	<b>Marine Ecosystems</b> <ul style="list-style-type: none"><li>Biodiversity</li><li>Coastal Dunes</li><li>Biotic and abiotic components</li></ul>	<b>Marine Systems – Connections and Change</b> <ul style="list-style-type: none"><li>Biodiversity</li><li>Water quality and biogeochemical cycles</li><li>Climate issues</li></ul>	<b>Ocean Issues and Resource Management</b> <ul style="list-style-type: none"><li>Fishery types and global status</li><li>Fish populations</li><li>Fisheries management</li></ul>

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Examination</b> <ul style="list-style-type: none"><li>90 minutes</li></ul>	<b>Student Experiment Task</b> <ul style="list-style-type: none"><li>1000 – 1500 words</li></ul>	<b>Examination – Data Test</b> <ul style="list-style-type: none"><li>60 mins</li></ul>	<b>Research Investigation Task</b> <ul style="list-style-type: none"><li>1000 – 1500 words</li></ul>

*\*Course Structure & Assessment subject to change*

# Physics

General senior subject (4 QCE Points)

General

## Prerequisite Subjects

B or A for Science and Mathematics. Mathematical Methods in Year 10.

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students learn about the fundamental concepts of thermodynamics, electricity and the concepts and theories that predict and describe the motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the introductory concepts of gravitational and electromagnetic fields, and the relevant forces associated with them.

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

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/sciences/physics>

## 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.

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Space, Doppler Effect and Electromagnetic Waves</b> <ul style="list-style-type: none"><li>• Space</li><li>• Doppler effect</li><li>• Electromagnetic Waves</li></ul>	<b>Newton's Laws, Vectors and Linear Motion</b> <ul style="list-style-type: none"><li>• Newton's laws of motion</li><li>• Vectors in 2D and 3D</li><li>• Resultant forces</li><li>• Forces in Equilibrium</li><li>• Linear Motion</li></ul>	<b>Work, Energy and Power</b> <ul style="list-style-type: none"><li>• Chapter zero</li><li>• Law of conservation of energy</li><li>• Mechanical energy</li><li>• Work</li><li>• Work-energy theorem</li><li>• Power</li></ul>	<b>Electric Circuits and Electromagnetism</b> <ul style="list-style-type: none"><li>• Ohm's Law</li><li>• Circuits</li><li>• Electromagnetism</li></ul>

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Research Investigation Task</b> <ul style="list-style-type: none"><li>• 1000 – 1500 words</li></ul>	<b>Examination – Data Test</b> <ul style="list-style-type: none"><li>• 90 mins</li></ul>	<b>Student Experiment Task</b> <ul style="list-style-type: none"><li>• 1000 – 1500 words</li></ul>	<b>Examination – Data Test</b> <ul style="list-style-type: none"><li>• 60 mins</li></ul>

*\*Course Structure & Assessment subject to change*

# Psychology

General senior subject (4 QCE Points)

General

## Prerequisite Subjects

B or A for Science and Mathematics. General Mathematics in Year 10.

Psychology is a science subject that provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students are introduced to the study of the mind and behaviour following the scientific method of investigation. This facilitates their ability to interpret the reliability and validity of various theories of human development. Students examine various types of psychological discourse, focusing on Clinical Psychology and mood/anxiety disorders through analysis of reported case studies. They interpret the role of the brain on human consciousness and sleep.

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/sciences/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. Note: The study of this science may not meet the science prerequisite for study in all courses and at all universities. A companion science may also be beneficial.

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Psychological Science and Research Methods</b> <ul style="list-style-type: none"><li>• Introduction to Psychology</li><li>• Research methods</li></ul>	<b>The Role of the Brain</b> <ul style="list-style-type: none"><li>• Neuroimaging</li><li>• The nervous system</li><li>• Brain anatomy</li><li>• Investigative techniques</li></ul>	<b>Memory</b> <ul style="list-style-type: none"><li>• Memory and memory investigations</li></ul>	<b>Cognitive Development</b> <ul style="list-style-type: none"><li>• Cognitive development</li><li>• Neuroplasticity and development</li><li>• Environmental conditions and attachment</li></ul>

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Examination – Data Test</b> <ul style="list-style-type: none"><li>• 60 min</li></ul>	<b>Research Investigation Task</b> <ul style="list-style-type: none"><li>• 1000 – 1500 words</li></ul>	<b>Student Experiment Task</b> <ul style="list-style-type: none"><li>• 1000 – 1500 words</li></ul>	<b>Examination</b> <ul style="list-style-type: none"><li>• 90 mins</li></ul>

*\*Course Structure & Assessment subject to change*

# Aquatic Practices

Applied senior subject (4 QCE Points)

Applied

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

Students gain insights into the management of marine environments and the human impacts on marine ecosystems. Students experience introductory boating and navigation, and have the opportunity to obtain their First Aid qualification.

Students have opportunities to learn through marine-related practical activities and investigations. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/sciences/aquatic-practices>

## Pathways

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

## Additional Costs

A marine aquatics levy fee of \$150\* per year applies to this course to cover costs of equipment, resources and activities.

The year 10 course will have excursions throughout the year that will be invoiced per term.

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Marine Ecosystems</b> <ul style="list-style-type: none"><li>• Marine Biology</li><li>• Aquatic ecosystems</li></ul>	<b>Sustainability</b> <ul style="list-style-type: none"><li>• Plastic's effect on the environment</li><li>• Shark finning</li></ul>	<b>Coastlines</b> <ul style="list-style-type: none"><li>• Coastal landforms</li><li>• Coastal processes</li></ul>	<b>Boating</b> <ul style="list-style-type: none"><li>• Types of boats</li><li>• Rules and regulations</li></ul>

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Practical Project</b> <ul style="list-style-type: none"><li>• 500 – 800 words</li></ul>	<b>Applied Investigation</b> <ul style="list-style-type: none"><li>• 500 – 800 words</li></ul>	<b>Applied Investigation</b> <ul style="list-style-type: none"><li>• 500 – 800 words</li></ul>	<b>Practical Project</b> <ul style="list-style-type: none"><li>• 500 – 800 words</li><li>•</li></ul>

\*Fee subject to change

\*\*Course Structure & Assessment subject to change

# Drama

## General senior subject (4 QCE Points)

General

### Prerequisite Subjects

B or A in English.

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

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/drama>

### 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.

### Course Structure

Term 1 – Post Modern Theatre	Term 2 – Australian Gothic Theatre and Magical Realism	Term 3 – Indigenous Theatre	Term 4 – Verbatim Theatre
Work as a director to apply the Post-Modern style to explore a key moment that informs and challenges audiences' understanding to interpret purpose of your dramatic meaning.	Explore styles and conventions of Australian Gothic Theatre and Magical Realism and various texts, culminating in a practical, dramatic performance manipulating the conventions and elements of drama.	Explore Indigenous theatre, such as non-linear theatre and how the drama languages can be manipulated to shape dramatic action and communicate meaning.	Explore Verbatim Theatre and the various texts, culminating in a practical, dramatic performance manipulating the conventions and elements of drama.

### Assessment

Term 1	Term 2	Term 3	Term 4
<b>Performance</b> <ul style="list-style-type: none"><li>• Monologue</li><li>• Approximately 3 minutes</li></ul>	<b>Directorial Vision</b> <ul style="list-style-type: none"><li>• 2–3-minute multimodal pitch</li></ul> <b>Group Performance</b> <ul style="list-style-type: none"><li>• 1-2 minutes per individual</li><li>• Pitch to perform</li></ul>	<b>Group Performance</b> <ul style="list-style-type: none"><li>• 1-2 minutes per individual.</li></ul> <b>Rationale</b> <ul style="list-style-type: none"><li>• 400 – 500 words</li></ul>	<b>Examination</b> <ul style="list-style-type: none"><li>• Extended response</li><li>• 120 min</li></ul>

*\*Course Structure & Assessment subject to change*

# Music

General senior subject (4 QCE Points)

General

## Pre requisites

Previous study of music in Year 7 – 9 and / or current ability to play an instrument/sing to a reasonable standard as well as read music is highly recommended.

## Prerequisite Subjects

B or A in English. Plays an instrument / vocal.

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

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

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/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.

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Music &amp; Media</b> How composers create Theme Songs, Character Themes and Underscores to communicate meaning and atmosphere in Films, TV shows and Games.		<b>Film &amp; TV Underscores</b> Specific focus on the manipulation of the musical elements to create underscores that convey atmosphere in Film and TV scenes	<b>Elements in Action</b> Students engage with a variety of genres and styles to further develop their understanding of the musical elements and concepts in performance.

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Performance</b> <ul style="list-style-type: none"><li>• 1 – 3 minutes in length</li></ul>	<b>Composition</b> <ul style="list-style-type: none"><li>• Length: Up to 40 seconds</li><li>• Statement: 50 – 200 words</li></ul>	<b>Musicology Examination</b> <ul style="list-style-type: none"><li>• 70 minutes</li><li>• 400 to 600 words</li></ul>	<b>Performance</b> <ul style="list-style-type: none"><li>• Up to 5 minutes in length</li></ul>

*\*Course Structure & Assessment subject to change*

# Dance in Practice

Applied senior subject (4 QCE Points)

Applied  
+ VET

Dance in Practice focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practicing performers, choreographers and designers.

Students create, perform and produce dance works in class, school and community contexts, and use their senses as a means of understanding and responding to their own and others' dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. Students explore safe dance practices for themselves and groups. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/dance-in-practice>

## Pathways

There are many roles for dance practitioners in dance industries, including choreographer, performer, designer, technician and producer. A course of study in Dance in Practice can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.

## Course Structure

Term 1	Term 2	Term 3 and 4
<b>Musical Theatre Jazz</b> <ul style="list-style-type: none"><li>• Technical and expressive skills</li><li>Style-specific technique</li></ul>	<b>Digital Dance</b> <ul style="list-style-type: none"><li>• Choreographic skills</li><li>Justification of manipulation of dance concepts</li></ul>	<b>Site Specific</b> Choreography, performance, planning and evaluation.

## Assessment

Term 1	Term 2	Term 3 and 4
<b>Performance</b> Up to 4 minutes	<b>Choreography</b> Up to 4 minutes + Planning	<b>Project</b> Up to 4 minutes and planning and evaluation documentation

*\*Fee subject to change*

*\*\*Course Structure & Assessment subject to change*

# Visual Art

## General senior subject (4 QCE Points)

General

### Prerequisite Subjects

B or A in English.

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/visual-art>

### Pathways

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

### Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Frozen in Time</b> <ul style="list-style-type: none"><li>• Still Life</li><li>• Painting, drawing</li></ul>	<b>Displacement</b> <ul style="list-style-type: none"><li>• Contemporary</li><li>• Student-directed media</li></ul>	<b>Intention</b> <ul style="list-style-type: none"><li>• Personal/social comment</li><li>• Student-directed media</li></ul>	<b>Art as Experience</b> <ul style="list-style-type: none"><li>• Response to stimulus</li></ul>

### Assessment

Term 1	Term 2	Term 3	Term 4
<b>Experimental Folio</b> <ul style="list-style-type: none"><li>• Artwork/s and Visual Diary</li></ul>	<b>Experimental Folio</b> <ul style="list-style-type: none"><li>• Artwork/s and Visual Diary</li></ul> <b>Examination</b> <ul style="list-style-type: none"><li>• Extended Response</li><li>• 80 mins</li></ul>	<b>Body of Work</b> <ul style="list-style-type: none"><li>• Artwork/s and Visual Diary</li></ul>	<b>Investigation</b> <ul style="list-style-type: none"><li>• Body of work</li><li>• Artwork/s and Visual Diary</li></ul>

*\*Course Structure & Assessment subject to change*

# Visual Arts in Practice

## Applied senior subject (4 QCE Points)

Applied

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

Students reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/visual-arts-in-practice>

## Pathways

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

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Fears &amp; Phobias</b> <ul style="list-style-type: none"> <li>Surrealism</li> </ul> Drawing, painting, sculpture	<b>Consumed</b> <ul style="list-style-type: none"> <li>Pop Art</li> </ul> Painting, print-making, mixed-media, digital	<b>Natural Forms</b> <ul style="list-style-type: none"> <li>Environments</li> <li>Printmaking, sculpture, installation</li> </ul>	<b>Fashion to Function</b> <ul style="list-style-type: none"> <li>Fashion, furniture and product design.</li> <li>Functional Art</li> </ul>

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Experimental Folio</b> <ul style="list-style-type: none"> <li>Artwork/s and Visual Diary</li> </ul>	<b>Experimental Folio</b> <ul style="list-style-type: none"> <li>Artwork/s and Visual Artwork</li> </ul>	<b>Product</b> <ul style="list-style-type: none"> <li>Folio of artwork/s and Visual Diary</li> </ul>	<b>Project</b> <ul style="list-style-type: none"> <li>Folio of artwork/s and Visual Diary</li> </ul>

*\*Course Structure & Assessment subject to change*

# Film, Television & New Media

General senior subject (4 QCE Points)

General

## Prerequisite Subjects

B or A in English.

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/film-television-new-media>

## Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

## Course Structure

Unit 1	Unit 2
<b>Film Trailers</b> In this unit, students will explore the codes and conventions of film trailers, focusing on cinematography, editing, and the narrative structure typical of Hollywood films. Students work in groups and individually to script and produce their own film trailers across a variety of genres and styles, developing practical skills and creative storytelling.	<b>S for Suspense</b> In this Unit students will investigate a wide variety of suspense films in order to identify the codes and conventions of this specific genre. Students will explore the ways in which mis-en-scene and parallel editing can be utilised to create suspense within a film. They will demonstrate this understanding through their own short film.

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Making</b> <ul style="list-style-type: none"><li>Group Film Production 45 secs - 3 min</li></ul> <b>Responding</b> Short response task	<b>Making</b> <ul style="list-style-type: none"><li>Individual Film Script</li><li>Individual Film Production</li></ul>	<b>Making</b> <ul style="list-style-type: none"><li>Treatment 600-800 Words</li></ul> <b>Making</b> <ul style="list-style-type: none"><li>Film Production 45 secs - 3 min</li></ul>	<b>Examination</b> <ul style="list-style-type: none"><li>Unseen Text 400-600 words 70 min</li></ul>

*\*Course Structure & Assessment subject to change*

# Media Arts in Practice

Applied senior subject (4 QCE Points)

Applied

Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices.

Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/media-arts-in-practice>

## Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

## Course Structure

Unit 1 – Persuasion	Unit 2 – Community
<b>Out of the Box</b> In this unit, students explore the concept of persuasion and how media artists use visual communication techniques in advertising, branding and pitching contexts. Students develop ideas for a new cereal product by researching, planning and sketching packaging concepts before pitching their design to a creative director. They complete a short reflection evaluating the effectiveness of their design and presentation before using Adobe Illustrator to create a final digital version of their cereal box design.	<b>All Hands-on Deck</b> In this unit, students explore the concept of community and the ways media arts can celebrate, advocate for and inform audiences. Students demonstrate their understanding by participating in a collaborative art project to create a deck of cards celebrating local unsung heroes. Through an artist application-style task, students plan and justify their creative ideas while producing pre-production materials such as mood boards and mock-ups. Students then use Adobe Photoshop to manipulate images and create a digital collage portrait for their final card design.

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Project: Cereal Box Persuasive Pitch</b>  Design Pitch • Multimodal – 3mins Design Product • Still images – up to 4 Evaluation of Pitch • Written – 200 words	<b>Media Artwork; Cereal Box Design</b>  Digital Media Artwork • Still images – up to 4	<b>Project: Local Legends Deck Artist Application</b>  Planning & Evaluation • Written – 600 words Design Product • Still Image – up to 4	<b>Media Artwork: Digital Playing Card Design</b>  Digital Media Artwork • Still images – up to 4

*\*Course Structure & Assessment subject to change*

# Music in Practice

Applied senior subject (4 QCE Points)

Applied

## Prerequisite Subjects

Students must be able to play an instrument and/or sing to a reasonable standard. A strong interest in creating and/or performing music.

In Music in Practice, students explore and engage with contemporary music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. Music in Practice nurtures students' creative thinking and problem-solving skills as they follow music making processes from conception to realisation and work to express ideas of personal significance. They gain practical, technical and listening skills as they develop music and engage with the industry.

Students learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician. They will develop skills in the use of digital technologies essential for working in the contemporary music industry. Music in Practice exposes students to authentic music practices in which they learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/music-in-practice>

## Pathways

A course of study in Music in Practice can establish a basis for further education and employment in entertainment, creative industries, arts administration, communication, education, public relations and media.

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Perform</b> Students will develop and demonstrate knowledge, skills and confidence in performing contemporary music on their chosen instrument and/or voice.	<b>Create</b> Students will engage with creating music using recording and sound design technology in various contemporary music styles.	<b>Community</b> Students will plan, advertise, rehearse and implement a community concert where they will perform cover versions appropriate for their audience and context. Students will be challenged with a real-world brief for a community event, where they'll step into the role of commissioned composers—crafting original music designed to capture and amplify the event's core message.	

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Performance</b> <ul style="list-style-type: none"><li>• 1 to 3 minutes in length</li></ul>	<b>Composition</b> <ul style="list-style-type: none"><li>• Up to 40 seconds in length</li></ul>	<b>Performance</b> <ul style="list-style-type: none"><li>• 1 to 3 minutes in length</li><li>• Planning and Evaluation: up to 300 words</li></ul>	<b>Composition</b> <ul style="list-style-type: none"><li>• 1 to 3 minutes in length</li><li>• Planning &amp; Evaluation: up to 600 words</li></ul>

\*Course Structure & Assessment subject to change

# Arts in Practice (Musical Theatre)

Applied senior subject (4 QCE Points)

Applied

This course is an intensive practical subject that trains students to become a 'triple threat'. The focus will be on the performance skills and as such students will receive specialised training in the role of supporting characters, lead characters and chorus. Students will further develop their performance skills through singing, acting and dance classes. As an industry driven course, students will learn and engage with creative artists and industry professionals to improve their technical skills. As a subject, musical theatre merges performance and practical training with academic rigour. This subject aims to develop students as well-rounded performers and talented creative artists.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/arts-in-practice>

## Pathways

A course of study in Musical Theatre can establish a basis for further education and employment in the fields of performance, creative industries, drama, dance and music. This could further lead to broader areas of creative arts education, choreographer, director, arts administration and management, communication, public relations and event management.

## Additional Costs

A levy fee of \$180\* per year applies to this course to cover costs of resources and activities.

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Musical Influencers and Genres.</b> <ul style="list-style-type: none"><li>• Students will study how Musical Theatre has been forged from many artforms</li><li>• Students will work with artists to expand skills.</li></ul>	<b>What is the significance of Musical Theatre in the Creative Arts World?</b> <ul style="list-style-type: none"><li>• Students will study how Musical Theatre has a significant impact on the Arts World. Students will also work with Artists who are currently making their mark on the industry.</li></ul>	<b>Course Production</b> <ul style="list-style-type: none"><li>• Students will perform a musical production to a live audience.</li><li>• Students will learn how to capture an audience through the role of a lead character and as a member of the ensemble. Students will work on developing their technique and expressive skills through the mediums of signing, dance and drama.</li></ul>	<b>Becoming an Artist</b> <ul style="list-style-type: none"><li>• Students will choreograph and direct in order to communicate their intent.</li><li>• Students will be able to show how they effectively manipulate arts practices.</li></ul>

## Assessment

Term 1	Term 2	Term 3	Term 4
<b>Performance</b> <ul style="list-style-type: none"><li>• (1-2 minutes)</li></ul>	<b>Responding</b> <ul style="list-style-type: none"><li>• Multimodal (1-2 minutes)</li></ul> <b>Performance</b> <ul style="list-style-type: none"><li>• (1-2 minutes)</li></ul>	<b>Performance</b> <ul style="list-style-type: none"><li>• (1-2 minutes)</li></ul>	<b>Making</b> <ul style="list-style-type: none"><li>• Directing and Choreography (1-2 minutes)</li></ul>

\*Fee subject to change

\*\*Course Structure & Assessment subject to change

# Communication, Technology & Information

## QCIA senior subject

QCIA

Students gain knowledge, understanding and skills in literacy and digital and other technologies. Communication involves the student learning to comprehend language in listening, reading and viewing. Students learn to use language to communicate with others through speaking, writing and creating. Technologies involves the student learning to operate digital and other technologies, including those for listening, reading, viewing, speaking, writing and creating language and texts, and calculation. They learn technical and social protocols for appropriate use of digital technologies to interact with others.

## Pathways

The Queensland Certificate of Individual Achievement (QCIA) recognises and certifies the learning achievements of students whose learning is part of an individualised learning program.

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Language comprehension</b> <ul style="list-style-type: none"><li>• Interpreting</li><li>• Responding</li><li>• Using technologies</li></ul> <b>Everyday numeracy skills</b> <ul style="list-style-type: none"><li>• Understanding and using number values</li></ul>	<b>Language use</b> <ul style="list-style-type: none"><li>• Communicating behaviours</li><li>• Interacting and composing</li><li>• Troubleshooting</li></ul> <b>Everyday numeracy skills</b> <ul style="list-style-type: none"><li>• Applying patterns and relationships</li></ul>	<b>Language comprehension</b> <ul style="list-style-type: none"><li>• Listening</li><li>• Navigating, reading and viewing</li></ul> <b>Everyday numeracy skills</b> <ul style="list-style-type: none"><li>• Applying concepts of time</li><li>• Using money</li></ul>	<b>Language use</b> <ul style="list-style-type: none"><li>• Purpose of and audience for technologies</li><li>• Presenting</li></ul> <b>Everyday numeracy skills</b> <ul style="list-style-type: none"><li>• Using data</li></ul>

## Assessment

Folio of student evidence of achievement

Teachers apply principles for and approaches to assessment when developing assessments and collecting evidence of student achievement.

Evidence

Teachers collect evidence to support judgments about the student's learning goals for each proposed Statement of Achievement linked to the curriculum organisers.

Examples of how evidence is gathered include:

- Anecdotal records
- Annotated photographs
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# Personal Learning & Dimensions

## QCIA senior subject

QCIA

Students develop knowledge, understanding and skills in relevant personal and living dimensions, including health, wellbeing and everyday numeracy. Students learn about their own and others' identity, health and wellbeing. They explore and take actions to keep themselves and their peers healthy and safe through food and nutrition, safe use of medicines and ways to keep safe in the environment. They learn about emotions, how to enhance their interactions and relationships with others, and the physical and social changes they go through as they get older. They develop their ability to use numeracy skills in everyday situations.

## Pathways

The Queensland Certificate of Individual Achievement (QCIA) recognises and certifies the learning achievements of students whose learning is part of an individualised learning program.

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Identity</b> <ul style="list-style-type: none"><li>• Resilience</li></ul> <b>Health and wellbeing</b> <ul style="list-style-type: none"><li>• Health</li><li>• Physical and social development</li></ul>	<b>Identity</b> <ul style="list-style-type: none"><li>• Self-identity and others' identities</li></ul> <b>Health and wellbeing</b> <ul style="list-style-type: none"><li>• Safety</li></ul>	<b>Identity</b> <ul style="list-style-type: none"><li>• Values and ethics</li></ul> <b>Health and wellbeing</b> <ul style="list-style-type: none"><li>• Understanding and managing emotions</li></ul>	<b>Identity</b> <ul style="list-style-type: none"><li>• Interacting with others</li></ul> <b>Health and wellbeing</b> <ul style="list-style-type: none"><li>• Relationships</li></ul>

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# Community, Citizenship & Environment

QCIA senior subject

QCIA

Students develop knowledge, understanding and skills about communities, citizenship and the environment. Students learn about active citizenship, and participate in and contribute to their local and wider communities. They learn about changes over time and across locations. They explore the world around them, and investigate the natural and constructed features of places and different environments and the relationship between people and places. They learn about how scientific understandings can inform decision making about people, environments and their relationships.

## Pathways

The Queensland Certificate of Individual Achievement (QCIA) recognises and certifies the learning achievements of students whose learning is part of an individualised learning program.

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Active citizenship in local and wider communities</b> <ul style="list-style-type: none"><li>Decision making in communities</li><li>Participating in and contributing to communities</li></ul>	<b>Similarities and differences between the past and present</b> <ul style="list-style-type: none"><li>Changes in communities</li><li>Important events over time in Australia and the world</li></ul>	<b>Places, environments and people</b> <ul style="list-style-type: none"><li>Location</li><li>Constructed features of places</li><li>Relationships between people and places</li></ul>	<b>Making decisions using scientific understandings</b> <ul style="list-style-type: none"><li>Natural features of places including climate and weather</li></ul>

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# Health, Leisure and Recreation

## QCIA senior subject

QCIA

Students gain knowledge, understanding and skills to participate in a variety of leisure, recreation, artistic and cultural activities. They learn about different physical activities and the importance of lifelong physical activity. They learn to identify, experience and participate in their own preferred leisure and recreation activities. They learn to make, participate, perform, contribute to and express opinions for artistic and cultural activities.

## Pathways

The Queensland Certificate of Individual Achievement (QCIA) recognises and certifies the learning achievements of students whose learning is part of an individualised learning program.

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Physical activities for leisure and recreation</b> <ul style="list-style-type: none"><li>• Movement skills and challenges</li></ul>	<b>The importance of lifelong physical activity</b> <ul style="list-style-type: none"><li>• Group activities and fair play</li></ul>	<b>Preferred leisure and recreation activities</b> <ul style="list-style-type: none"><li>• Identifying preferences</li><li>• Participating in activities</li></ul>	<b>Performing Arts activities</b> <ul style="list-style-type: none"><li>• Dance, drama, music</li><li>• Visual and Media Arts activities</li></ul>

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# Vocational Transition Activities

## QCIA senior subject

QCIA

Students develop knowledge, understanding and skills by identifying and investigating their post-school pathways. They learn how to set goals and make decisions to achieve them. They learn about local and community resources for living independently and interdependently. They learn how to access resources to support their needs when they transition to life beyond school.

## Pathways

The Queensland Certificate of Individual Achievement (QCIA) recognises and certifies the learning achievements of students whose learning is part of an individualised learning program.

## Course Structure

Term 1	Term 2	Term 3	Term 4
<b>Post-school pathways</b> <ul style="list-style-type: none"><li>Options for living independently and interdependently</li><li>Vocational and transition options</li></ul>	<b>Skills for life beyond school</b> <ul style="list-style-type: none"><li>Self-knowledge</li><li>Skills for managing self and others</li><li>Independence skills</li></ul>	<b>Post-school pathways</b> <ul style="list-style-type: none"><li>Vocational and transition options</li><li>Accessing local and community resources</li></ul>	<b>Skills for life beyond school</b> <ul style="list-style-type: none"><li>Skills for managing self and others</li><li>Independence skills</li><li>Goal setting and decision making</li></ul>

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