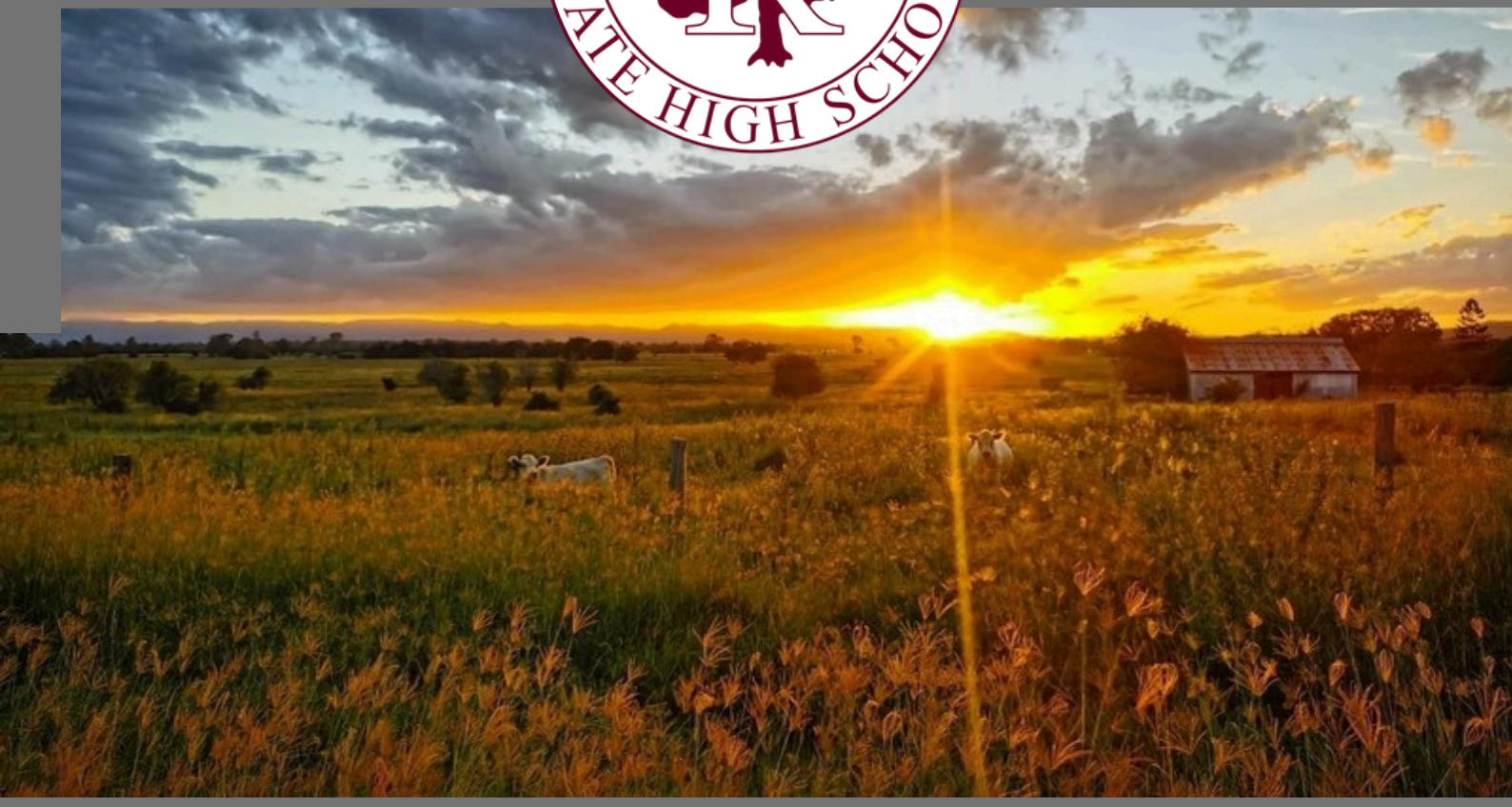
2026

YEAR 11 & 12 HANDBOOK

PLANNING YOUR PATHWAY TO SUCCESS

ROSEWOOD STATE HIGH SCHOOL



In pursuit of excellence

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PRINCIPAL'S WELCOME

Year 10 is a pivotal stage in your learning journey. The Senior Education and Training (SET) Plan process is designed to help you make informed decisions about your final years of schooling and your future pathway. It is an opportunity to reflect on your strengths, interests and aspirations and to set clear goals for your education and career.

At Rosewood State High School, we are committed to ensuring every student can access a successful future. Guided by Education Queensland's *Equity and Excellence* agenda, our focus is on high expectations, personalised pathways and targeted support so that every student can progress and achieve.

This handbook provides important information to help you and your family navigate subject selection, senior schooling requirements and post-school options. I encourage you to read it carefully, discuss your ideas with teachers and Heads of Department and approach this process with confidence and curiosity.

Your future starts with the decisions you make today. Together, we can ensure those decisions open doors to the opportunities to a successful future in the *Pursuit of Excellence*.

Ms. Nicole Sherlock

WHAT ARE...
YOUR POST YEAR 10 OPTIONS?

Building Your Pathway to Success:
After Year 10, all Queensland students are expected to either **earn** or **learn**. This means continuing your education, starting training, or entering the workforce — but always doing something that **builds your pathway to success.**

Keep Learning:

You can continue your education in a variety of ways:

At Rosewood State High School (Years 11 & 12):

- Complete General or Applied subjects to work toward your QCE/QCiA
- Prepare for tertiary education or vocational pathways
- Begin bridging courses or early entry programs while at school

Full-time Vocational Education & Training (VET):

- Study nationally recognised certificates (Cert I–IV)
- Gain skills in areas like business, health, construction, digital tech, or hospitality
- Courses can be delivered at school, TAFE, or by external RTOs

University Preparation Programs.

Learn & Earn at the Same Time:

School-Based Apprenticeships or Traineeships (SATs)

- Work part-time with an employer
- Earn a wage and complete a nationally recognised qualification
- Still attend school part-time to complete your QCE

Work Experience or Industry Placements

- Develop job-ready skills
- Explore possible career interests.

Start Earning:

Some students may transition directly into paid work after Year 10. However, to meet the compulsory participation phase under Queensland law, young people must:

- Work at least 25 hours per week in paid employment.

WHAT IS... THE QCE?

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

Queensland Certificate of Education (QCE):
The QCE is Queensland's senior schooling qualification, awarded to students who successfully complete a significant amount of learning in Years 11 and 12. It shows that you've met a set standard of achievement and completed required literacy and numeracy skills. It is administered by Queensland Curriculum & Assessment Authority (QCAA).

To be awarded a QCE, students must:

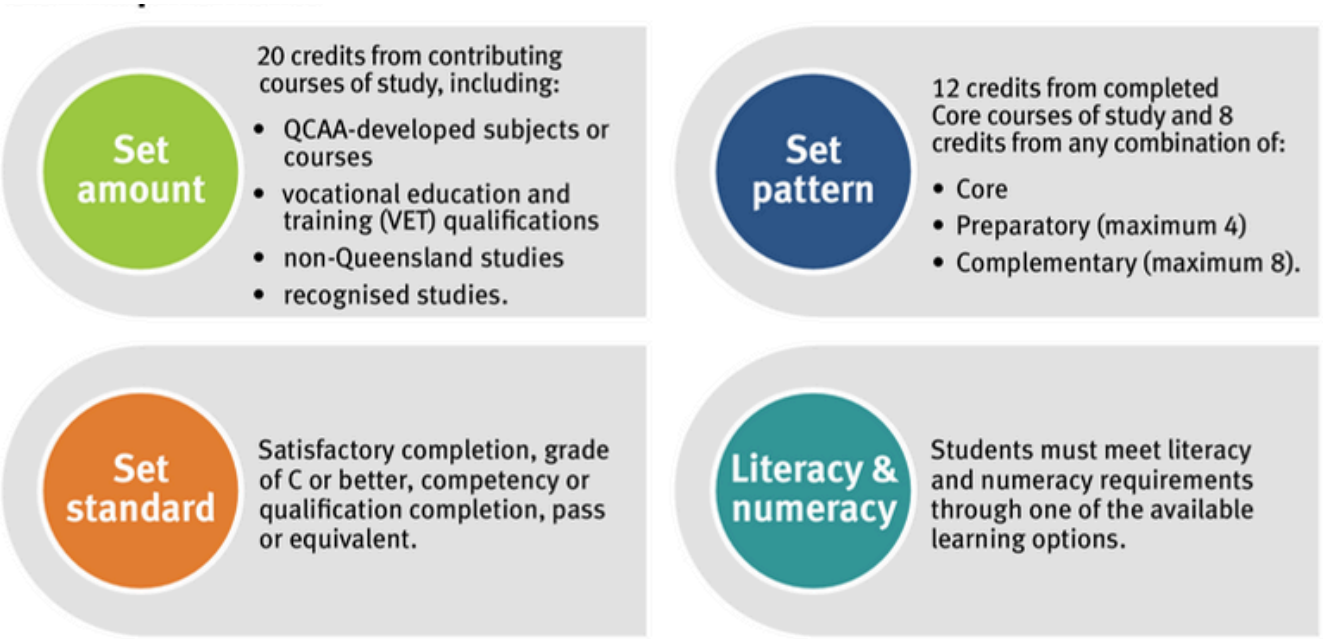
- Complete a minimum of 20 credit points from eligible courses of study
- Achieve set standards in assessment (such as a grade of C or better in General subjects or competency in VET)
- Meet the literacy and numeracy requirements.

QCE credits can come from a variety of learning options including:

- General and Applied subjects
- Vocational Education and Training (VET) qualifications
- School-based apprenticeships and traineeships (SATs)
- University subjects completed during school.

Your progress is tracked in your QCAA learning account: https://myqce.qcaa.qld.edu.au/

See QCAA's helpful graphic below:



WHAT IS... THE QCIA?

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

Queensland Certificate of Individual Achievement (QCIA):
The QCiA is a senior schooling certificate designed for students who have diverse learning needs and are not on a QCE or ATAR pathway.
It recognises individual learning achievements that may not be captured through the regular QCE system.

Who is the QCIA for?

- Students with a verified disability or significant learning support needs
- Students who are working towards individualised learning goals in a highly supported learning environment.

What does it celebrate?

- Personal and social skills
- Functional literacy and numeracy
- Work readiness
- Community access and participation
- Communication and technology use
- It shows the student's skills and strengths, rather than standard grades or credits.

How is eligibility determined?

- The decision is made in partnership between the student, parents/carers, school staff, and QCAA
- Schools apply for QCIA eligibility early in Year 11
- The learning program is highly individualised and carefully monitored.

For more information:
https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qcia

WHAT IS...
AN ATAR?

Australian Tertiary Admission Rank (ATAR):
The ATAR is the rank used nationally to compare students who are seeking entry into university. It is calculated and issued by the Queensland Tertiary Admissions Centre (QTAC), not Rosewood State High School.
The ATAR is a number between 0.00 and 99.95, showing how you performed in comparison to other Year 12 students across the state.

To be eligible for an ATAR, you generally need to:

- Study five General subjects, or
- Study four General subjects + one Applied subject or VET qualification at Certificate III level or higher
- Meet QCAA's English requirement (C grade or better in a General or Applied English subject).

See below MyQCE's graphic for ATAR (https://myqce.qcaa.qld.edu.au/assessment-and-results/atar):

What do I need for an ATAR?

The ATAR is calculated from results you achieve in Units 3 and 4 in:

- 5 General subjects, or
- 4 General subjects + 1 Applied subject or completed VET qualification at Certificate III level or above.

To be eligible for an ATAR, you must successfully complete an English subject. This means you must achieve a result of C or above in one of five QCAA English subjects — English, Essential English, Literature, English & Literature Extension or English as an Additional Language.

While you must meet this standard to be eligible to receive an ATAR, your English result will not be included in the calculation of your ATAR unless it is one of your best results.

ATAR is calculated by Queensland Tertiary Admissions Centre (QTAC)
https://www.qtac.edu.au/

WHAT IS...
VOCATIONAL EDUCATION (VET)?

Vocational Education and Training (VET) provides you with the opportunity to develop practical skills and knowledge that lead directly to employment or further training. VET qualifications are nationally recognised and contribute towards your Queensland Certificate of Education (QCE).

What can VET do for you?

- ✅ Gain real-world skills for the workplace
- ✅ Achieve a nationally recognised qualification
- ✅ Earn QCE credits
- ✅ Explore career interests before leaving school
- ✅ Access an alternative pathway to university (through Cert III/IV or Diploma)
- ✅ Combine with school-based apprenticeships or traineeships (SATs).

Some Certificate III or IV VET qualifications may contribute to your ATAR if combined with General subjects.

How Can You Study VET?

- At school (as part of the school's RTO offerings)
- At school with external providers (e.g., Bluedog Training)
- Externally, through providers such as TAFE QLD or private RTOs
- As part of a School-Based Apprenticeship or Traineeship (SAT)

Each course varies in duration, delivery mode (e.g., online, face-to-face, 1-day-per-week), and QCE credit value.

What You'll Need to Get Started

- USI (Unique Student Identifier) – Required for all VET students
- SET Plan – Discuss VET options with your SET Plan team
- Enrolment – Complete paperwork through school or RTO
- Attendance – You may attend training 1 day per week or during block training
- Commitment – VET courses include theory, practical tasks, and assessment.

WHAT ARE...
SCHOOL BASED APPRENTICESHIPS/TRAINEESHIPS?

What is a SCHOOL BASED Apprenticeships/traineeships (SAT)?
A SAT lets Year 10, 11 or 12 students work part-time, get paid, and train for a qualification while still at school. What's the difference between an apprenticeship and a traineeship?

- **Apprenticeship:** Training in a trade (like hairdressing, carpentry or electrical). Leads to a Certificate III.
- **Traineeship:** Training in areas like office work, real estate or tourism. Leads to a Certificate II.

What are the benefits?

- ✅ Earn money while still at school
- ✅ Get a head start on a career
- ✅ Learn real job skills and gain confidence
- ✅ Work toward a nationally recognised qualification
- ✅ Use the qualification for full-time work or further study after school.

How does the school help?

- A group called Apprentice Connect Australia Provider (ACAP) helps set everything up
- The school supports with transport, accommodation, and learning support if needed.

Are there any costs?
SATs are mostly funded, but some costs may include:

- Uniforms, tools, and materials
- Travel to work or training.

How often will you work?
This depends on the job and training. It could be during school, after school, on weekends, or in the holidays. It must take time out of the school week to count as a SAT.

Can you finish it while still at school?

- **Traineeships:** Often finished during school
- **Apprenticeships:** Take longer and are usually continued after Year 12.

WHAT IS...
TAFE AT SCHOOLS?

TAFE at School lets students in Years 10, 11 and 12 study nationally recognised qualifications through TAFE Queensland while still completing their senior studies. It's a great way to explore a career path, build job-ready skills, and gain a head start on employment or further education.

What does TAFE At School allow you to do?

- ✅ Study vocational courses at Certificate I, II, III, IV or Diploma level
- ✅ Attend TAFE one day per week (sometimes block training)
- ✅ Combine school learning with practical, hands-on training
- ✅ Earn credits towards the QCE and in some cases contribute to an ATAR.

What is the cost and is there funding?

- Most Certificate I and II courses are fee-free under Career Ready (Formally VETiS) funding.
- Students can only access one fully funded Career Ready course during their schooling.
- Certificate III and higher courses may have fees payable, but payment plans are available through TAFE QLD.

What is your commitment to TAFE?

- Attend one day a week at the TAFE campus
- Possibly attend block training (intensive full-day sessions during term or holidays)
- Complete work placement or industry practicums if required
- Manage both TAFE and school assessments responsibly
- Have access to transport to the TAFE campus.

How do you apply?

- Explore available TAFE at School courses at: https://tafeqld.edu.au
- Identify courses that are labelled **TAFE at School** in "Ways to Study"
- Consider the Study Location: Are you able to get transport to the campus?
- Talk with our expert Industry Liaison Officer, Ms. Kelly McMillan!

WHERE CAN I...
FIND OUT MORE ABOUT CAREERS?

Whether you are continuing your education at **Rosewood State High School**, considering **full-time education elsewhere** or considering **moving into the workforce**, it's important to explore your career options. Here are some ways you can find support and information:

Who can support me at school?

- Your Year 10 Wellbeing teacher
- Our Guidance Officer, Mr. Wingett
- Our Industry Liaison Officer, Ms. Kelly McMillan
- Head of Senior Schooling, Ms. Artesi
- Deputy Principal of Senior Schooling, Mr. Bugeja
- Any of our amazing Heads of Departments, Teachers and Support Staff.

Career Planning Tools:

WEBSITE	WHAT IT OFFERS
MyFUTURE	Career profiles, quizzes, and guidance on learning pathways
Job Outlook / Jobs & Skills Australia	Job demand, skills needed, wages, and future outlook
Queensland Skills Gateway	Info on training courses, RTOs, and government funding
TAFE QLD	TAFE courses, pathways to uni, and entry requirements
QTAC	University course info, ATAR requirements, and early entry

WHAT ARE...
SET PLANS?

The Senior Education and Training (SET) Plan helps you plan your pathway through Years 11 and 12 and beyond. It ensures your subject choices, training, or work experience match your interests, strengths, and career goals.

Why is the SET Plan important?

- It maps out your individual pathway to success after Year 10.
- It helps you choose subjects or courses that lead to a QCE, an ATAR, a VET qualification, or employment.
- It supports you to stay engaged in learning and work toward your future goals.
- It's a legal requirement in Queensland for all Year 10 students.

Who is involved?

- You – the plan is about your future!
- Parents/Carers – they support you and help guide your decisions.
- SET Plan Mentors – this is a member of staff who will help plan your future.

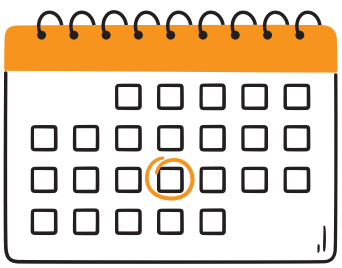
What does the SET Plan include?

Your SET Plan will help you:

- Reflect on your skills, interests, and achievements
- Choose subjects and vocational education options (like TAFE or SATs)
- Set academic and personal goals
- Plan for your career and study after school.

When does it happen?

- In Year 10 Term 3, you'll attend a SET Plan interview with your parent/carer and school staff to confirm your senior pathway.
- Our SET Plans are scheduled for:



- **Term 3, WEEK 7 - Tuesday and Wednesday (26th and 27th of August)**
- **There will be no classes for Year 10s on these days.**

WHAT ARE...
YOUR PATHWAYS TO SUCCESS?

There are three main pathways that you will pursue excellence in while continuing enrolment at Rosewood State High School:

SCHOLAR'S WAY

POST-SCHOOL

For our future scholars who are preparing for a pathway that may lead to University.

Post-school options include getting into positions that require higher education, including solicitors, engineers, doctors, teachers.

REQUIREMENTS

Minimum of 4 GENERAL subjects + (5 is highly recommended)
1 Applied
or 1 Cert III course
General subjects have Year 10 Prerequisites.

APPRENTICE/TRAINEE'S WAY

POST-SCHOOL

This allow students to work towards a nationally recognised qualification while gaining hands-on experience.
Apprenticeships typically lead to trade qualifications (e.g., electrician, carpenter), while traineeships lead to certificates in various industries (e.g., business, health, hospitality).

REQUIREMENTS

Students are required to have certain levels of Literacy, Language and Numeracy skills, which will be checked during Year 10.
Choice of QCAA subjects and Vocational Education (external and internal) and - with above 20 QCE projected by end of Year 12.

WORKFORCE WAY

POST-SCHOOL

For students who intend to enter employment directly after school, without immediate plans for university or further vocational training.
This can include full-time work, entry-level roles, apprenticeships, traineeships, or other forms of employment.

REQUIREMENTS

Applied subjects and vocational education courses that prepare you for the workforce.
We focus on employability options, such as developing resumes, building work skills and ensuring you are responsible adults.

HOW DO...
YOU CREATE A PATHWAY?

You need 20 QCE credits to obtain a QCE.
We recommend students plan to obtain 24+ credits from their subject selection.

- QCAA Subjects provide up to **4 credits.**
- Certificate Subjects provide between **2 to 8 credits.**

SCHOLAR'S WAY

1. **Consider what university course/further education you wish to pursue.**
2. **Check course prerequisites and use these to guide subject selection**
3. **Select 5 ATAR Eligible Subjects (General Subjects)**

Select either:

A sixth General Subject (this will net you up to 24 credits)
An Applied Subject (this will net you up to 24 credits)
A Certificate Course - (This will net you up to 28 credits)
A Study Line - this will net you up to 20 QCE Credits - (not recommended)

APPRENTICE/TRAINEE'S WAY

1. **Consider what career you would like to pursue**
2. **Check TAFE and/or Certificate Courses which will fast-track this career**
3. **Select Subjects/Courses that will add value to this career:**

Course/s that fast-track your career (4-8 credits)
+
Essential English & Mathematics (or Active Volunteering) (6-8 Credits)
+
Applied Subjects that add value to your career aspirations (Up to 16 Credits - 4 subjects)

WORKFORCE WAY

1. **Consider where you would like to be employed**
2. **Begin working on your resume, and ask for assistance from our support staff**
3. **Select subjects that will add to your employability, similar to Apprentice/ Trainee's way.**

WHAT ARE...
YOUR QCAA SUBJECT CHOICES?

	APPLIED	GENERAL
English	Essential English	English
Mathematics	Essential Mathematics	General Mathematics Mathematical Methods (QVA) Specialist Mathematics
The Arts	Visual Arts in Practice	Visual Arts
Sciences	Science in Practice	Biology Chemistry (QVA) Physics Psychology
Humanities and Social Sciences	Business Studies Social & Community Studies	Modern History
Technologies	Hospitality Practices Industrial Graphics Skills Information & Community Technology (Design Focus)	
Health and Physical Education	Early Childhood Studies Sports & Recreation	

Click the subject to go to the subject overview.

WHAT ARE... PREREQUISITES?

A prerequisitie is a requirement that needs to be met before being enrolled in a course or subject.

Subject/Course	Prerequisites	Other Requirements
English	B in Year 10 English	-
General Mathematics	C or higher in Core Maths; A in Foundational Mathematics	Normal Scientific calculator.
Mathematical Methods	A in Core Maths; B in Extension Maths	Enrolled in General Maths Graphics Calculator (Texas)
Specialist Mathematics	A in Extension Maths	Graphics Calculator (Texas)
Biology	C Grade in all Core Subjects	Normal Scientific calculator.
Psychology	C Grade in all Core Subjects	Normal Scientific calculator.
Chemistry	C Grade in all Core Subjects	Normal Scientific calculator.
Physics	C Grade in all Core Subjects	Normal Scientific calculator.
Modern History	B in English OR Humanities	Alternate Sequence
CPC20220 Certificate II in Construction Pathways	Trade Uniform	May be funded under Career Ready or $1200 Fee for Service
MEM20422 Certificate II in Engineering Pathways	Trade Uniform	May be funded under Career Ready or $1200 Fee for Service
HLT23221 Certificate II in Health Support Services	Meet Literacy and Numeracy Requirements	May be funded under Career Ready or $3610 fee for service

Essential English

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Essential English
Applied senior subject

Appled

Structure:

Unit 1	Unit 2	Unit 3	Unit 4
Language that works · Workplace preparation; promote a job position in a workforce of your choice (spoken) · Workplace contexts; short response exam identifying and explaining language in workplace texts (exam)	**Texts and human experiences** · Inspirational people; persuade a panel to choose your selected film to be shown (multimodal) · Film study of *Lion;* write an online article discussing a chosen theme in the film (written)	**Language that influences** · Issues impacting youth in a modern world (spoken) · How are we positioned by texts? Analysing language features and text structures (exam)	**Representations and popular culture texts** · Messages in Popular Culture (multimodal) · *The Castle* – accurate representation of Australia, or not? (written)

Assessment:
Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative Assessments:

Unit 3	Unit 4
Summative internal assessment 1 (IA1): · Spoken response	Summative internal assessment 3 (IA3): · Multimodal response
Summative internal assessment 2 (IA2): · Common internal assessment (CIA)	Summative internal assessment (IA4): · Written response

General English

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

General English

General senior subject

General

Structure:

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts · Social issues and young adults in rural areas; persuade an audience to enact change (spoken) · The Handmaid's Tale & The Crucible; parallels, power and the patriarchy (written)	**Texts and culture** · Australian Poetry; create a short story highlighting an Australian experience (written) · *Jasper Jones*; analyse how historical context impacts representations (exam)	**Textual connections** · The barriers of 'Gen Z'; persuade an audience and add to public conversation (spoken) · Frankenstein & Stranger Things; compare representations of key concepts (written)	**Close study of literary texts** · Poetry; create a short story using a poem as a springboard (exam) · *The Dry;* analyse a text and respond to an unseen question to communicate an informed and critical understanding (external exam)

Assessment:
Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative Assessments:

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): · Spoken persuasive response	25%	Summative internal assessment 3 (IA3): · Examination — extended response	25%
Summative internal assessment 2 (IA2): · Written response for a public audience	25%	Summative external assessment (EA): · Examination — extended response	25%

Pre-requisites:
To select General English in 2026, you must be achieving a B or higher in Year 10 English.

Essential Mathematics

Applied senior subject

Applied

Essential Mathematics equips students with practical mathematical skills for everyday life, work, and active participation in the community. It focuses on real-world applications and helps students become confident, capable, and informed users of mathematics.

This subject develops students' ability to:

- Solve problems using logical reasoning and reflection
- Understand and apply mathematical concepts in familiar and unfamiliar contexts
- Use written, visual, spoken and symbolic forms of communication
- Work collaboratively, use digital tools effectively, and think critically and creatively

Essential Mathematics explores key areas such as Number, Data, Measurement, Finance, Location and Time. These domains build on students' learning from the Australian Curriculum and help them make connections between mathematical ideas, processes, and real-life situations.

Learning experiences range from practising core routines for fluency, to applying knowledge in real-world problem-solving tasks. Students learn to:

- Estimate and calculate efficiently
- Use technology to explore and present mathematical information
- Interpret data and make informed decisions
- Apply their understanding flexibly in different settings

Through discussion, collaboration and reflection, students gain confidence and develop a positive attitude toward mathematics. They learn that there is often more than one way to approach a problem and that flexibility, persistence, and adaptability are key.

By studying Essential Mathematics, students build skills that go beyond basic numeracy. They develop the ability to interpret and analyse everyday situations involving maths — such as budgeting, scheduling, interpreting statistics, or measuring — and make responsible decisions in their personal and financial lives. These capabilities support their employability, independence, and lifelong learning.

Pathways

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

Objectives

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

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

Essential Mathematics

Applied senior subject

Applied

Structure:

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

Assessment:
Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative Assessments:

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

General Mathematics

General senior subject

Scientific Calculator:
A standard scientific calculator is required for this subject.

General

General Mathematics is a practical and engaging subject that helps students develop mathematical skills for solving real-world problems. It focuses on building confidence, reasoning ability, and flexible thinking in a data-driven and increasingly complex world.

Mathematics is more than numbers — it's a way of thinking. It helps students recognise patterns, make predictions, solve problems, and communicate clearly using written, visual, spoken, and symbolic forms. It is creative, logical, and essential for understanding the world around us.

In General Mathematics, students will:

- Develop critical and creative thinking skills
- Use technology to explore mathematical ideas and applications
- Collaborate with others and communicate ideas effectively
- Apply mathematics in real-life and unfamiliar contexts

Teaching and learning includes everything from mastering core mathematical techniques to applying them in real-world modelling and problem-solving tasks. Students will practise key routines for fluency and accuracy, and use reasoning to adapt and transfer knowledge to new situations.

The core areas of study include:

- Number and Algebra
- Measurement and Geometry
- Statistics
- Networks and Matrices

These areas build on the P–10 Australian Curriculum and explore concepts such as rates and percentages, financial mathematics, trigonometry, sequences, data analysis, and the use of matrices and networks to model real-life systems.

General Mathematics is ideal for students who want to continue with mathematics beyond Year 10 but do not require calculus for their future study or career path. The subject supports a wide range of pathways, including tertiary study (in non-STEM fields), trades, business, health, and community services.

Students will learn to:

- Ask meaningful questions
- Plan and map solutions
- Use models and representations
- Interpret and communicate findings
- Make informed decisions about social, financial, and environmental issues

By developing a strong understanding and confidence in their skills, students will grow into capable mathematical thinkers who can approach challenges with initiative and clarity — both in and beyond the classroom.

Pathways

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

Objectives

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

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

General Mathematics

General senior subject

General

Structure:

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

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

Summative Assessments:

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

Prerequisites:
C or higher in Core Maths; A in Foundational Mathematics

Mathematical Methods

General senior subject

Graphics Calculator:
A Texas Instruments Graphic Calculator is required for this subject. The cost is approximately $205 when purchased new.

General

Mathematical Methods is a challenging and engaging subject that develops students' ability to think logically, solve complex problems, and explore patterns, relationships and uncertainty in the world around them. It forms a strong foundation for further study in science, engineering, economics and other fields that rely on advanced mathematics.

Mathematics is more than a subject — it's a way of thinking. It allows students to investigate and describe the world through logical reasoning, reflection, and creative problem-solving. Students learn to communicate their thinking clearly using symbols, graphs, words and visuals.

Mathematical Methods develops:

- Critical and creative thinking
- Conceptual understanding and fluency with procedures
- Digital literacy and the ability to use mathematical technologies
- Skills to model, interpret and solve unfamiliar problems
- A mindset of curiosity, perseverance and precision

Learning in this subject builds on key concepts from Years P–10 and increases in complexity and depth across four major domains:

- Algebra
- Functions, relations and their graphs
- Calculus
- Statistics

Students explore each topic systematically, gaining a deeper understanding of abstract ideas and their real-world applications. Calculus is essential for understanding change in physical systems, while statistics helps students describe and analyse variability, trends and uncertainty in data.

A key part of Mathematical Methods is learning to move fluently between different forms of mathematical information — such as written descriptions, algebraic expressions, tables, diagrams and graphs — to solve problems effectively.

This subject is ideal for students considering further study or careers in mathematics, science, health, technology, economics, or engineering. It helps students become confident and capable mathematical thinkers who can:

- Make connections across disciplines
- Create and apply mathematical models
- Think critically about data, predictions and systems
- Solve unfamiliar and abstract problems

Through inquiry, reflection, and collaboration, students develop a deeper appreciation of how mathematics helps us understand and shape the world — and why it's a vital tool in the 21st century.

Pathways

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

Objectives

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

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

Mathematical Methods

General senior subject

General

Structure:

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability · Surds and quadratic functions · Binomial expansion and cubic functions · Functions and relations · Trigonometric functions · Probability	**Calculus and further functions** · Exponential functions · Logarithms and logarithmic functions · Introduction to differential calculus · Applications of differential calculus · Further differentiation	**Further calculus and introduction to statistics** · Differentiation of exponential and logarithmic functions · Differentiation of trigonometric functions and differentiation rules · Further applications of differentiation · Introduction to integration · Discrete random variables	**Further calculus, trigonometry and statistics** · Further integration · Trigonometry · Continuous random variables and the normal distribution · Sampling and proportions · Interval estimates for proportions

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

Summative Assessments:

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

Prerequisites:
A in Core Maths; B or A in Extension Maths.

(QVA) Specialist Mathematics

General senior subject

Graphics Calculator:
A Texas Instruments Graphic Calculator is required for this subject. The cost is approximately $205 when purchased new.

General

DISCLAIMER:
This subject will be offered through Queensland Virtual Academy (QVA). The classes will usually be online live classes before school and hosted by a teacher from Queensland.
Read more: EQ's QVA

Specialist Mathematics is the most advanced senior mathematics subject for students who wish to extend their mathematical thinking beyond Mathematical Methods. It develops deep conceptual understanding, analytical reasoning, and the ability to tackle complex and abstract problems.
Mathematics is more than calculations — it is a powerful way of thinking, used to investigate patterns, relationships, order, and uncertainty. It relies on observation, reflection, and logical reasoning, and is expressed through written, visual, spoken, and symbolic forms. This subject fosters creativity, curiosity, and initiative, preparing students to solve challenging problems in a data-driven and technology-rich world.

Specialist Mathematics builds skills in:

- Critical and creative thinking
- Clear mathematical communication
- Procedural fluency and accuracy
- Applying knowledge in unfamiliar contexts
- Using technology to explore, model, and present mathematical ideas

Learning includes both routine skill practice and higher-level problem-solving. Students will make connections between related concepts, adapt their knowledge to new situations, and gain confidence through collaboration, discussion, and reflection.

The major areas of study are:

- Vectors and Matrices
- Real and Complex Numbers
- Trigonometry
- Statistics
- Calculus

These topics are developed systematically, with increasing complexity, building on the calculus, statistics, and functions studied in Mathematical Methods, while introducing new areas such as vectors, complex numbers, and matrices. Calculus and functions are used to model change in the physical world, statistics to analyse uncertainty and variation, and vectors, matrices, and complex numbers to describe abstract and technological relationships.

Specialist Mathematics is designed for students considering pathways in mathematics, engineering, physical sciences, computer science, and other fields requiring high-level analytical skills. It provides the opportunity to appreciate the depth, beauty, and power of mathematics, while building a strong foundation for future study and innovation.

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

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

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

(QVA) Specialist Mathematics

General senior subject

General

Structure:

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

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

Summative Assessments:

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
· Examination — short response</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
· Examination — short response</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
Examination — combination response</td></tr>
</table>

Prerequisites:
A in Extension Maths.

Visual Arts in Practice

Applied senior subject

Applied

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

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts.

They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention.

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

Pathways

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

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

Objectives

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

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

Visual Arts in Practice

Applied senior subject

Applied

Structure:

Unit option	Unit title
Unit option A	Looking inwards (self) – Self Portraits
Unit option B	Looking outwards (others) - Posters
Unit option C	Clients – Hand painted Sneakers
Unit option D	Transform & extend – Skateboard Deck

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

Summative Assessments:

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

Visual Arts
General senior subject

General

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

In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

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

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

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience.

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

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

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

Visual Arts
General senior subject

General

Structure:

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

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

Summative Assessments:

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

Science in Practice

Applied senior subject

Applied

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Learning in Science in Practice involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

Science in Practice students apply scientific knowledge and skills in situations to produce practical outcomes. Students build their understanding of expectations for work in scientific settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to scientific activities.

Projects and investigations are key features of Science in Practice. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike scientific contexts. By studying Science in Practice, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty.

Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.

Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical scientific situations.

Pathways

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

Objectives

By the conclusion of the course of study students should:

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects.

Science in Practice

Applied senior subject

Applied

Structure:
Science in Practice is a four-unit course of study. This syllabus contains six QCAA-developed units and students will help pick the four units over their course.

Unit option	Unit title
Unit option A	Consumer science
Unit option B	Ecology
Unit option C	Forensic science
Unit option D	Disease
Unit option E	Sustainability
Unit option F	Transport

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

Summative Assessments:

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: · Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media · Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	**Completed project** One of the following: · Product: 1 · Performance: up to 4 minutes **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Biology (Alternate Sequence)

General senior subject

General

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

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

Biology aims to develop students':

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

Pathways

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

Objectives

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

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

Biology (Alternate Sequence)

General senior subject

General

DISCLAIMER:
This will run in an alternate sequence. This means students will complete Units 3 & 4 in Year 11. Their summative assessments will be Units 1 and 2 in Year 12. This does not impact results.

Structure:

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

Assessment:
Schools devise assessments in Year 11 to suit their local context.
In Year 12 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments:

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

Prerequisites:
C in Year 10 Core Subjects

Chemistry
General senior subject

General

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction.

In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students':

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

Pathways

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

Objectives

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

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

Chemistry
General senior subject

General

Structure:

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

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

Summative Assessments:

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

Prerequisites:
C in Year 10 Core Subjects

Physics (QVA)

General senior subject

General

DISCLAIMER:

This subject will be offered through Queensland Virtual Academy (QVA). The classes will usually be online live classes before school and hosted by a teacher from Queensland.

Read more: EQ's QVA

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves.

In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

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

Physics aims to develop students':

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

Pathways

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

Objectives

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

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

Physics (QVA)

General senior subject

General

Structure:

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

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

Summative Assessments:

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

Prerequisites:
C in Year 10 Core Subjects

Psychology
General senior subject

General

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour.

In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Psychology aims to develop students':

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

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

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

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

Psychology
General senior subject

General

Structure:

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

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

Summative Assessments:

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

Prerequisites:
C in Year 10 Core Subjects

Business Studies

Applied senior subject

Applied

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

A course of study in Business Studies focuses on business essentials and communication skills delivered through business contexts. Students explore business concepts and develop business practices to produce solutions to business situations.

Business practices provide the foundation of an organisation to enable it to operate and connect with its customers, stakeholders and community. The business practices explored in this course of study could include working in administration, working in finance, working with customers, working in marketing, working in events, and entrepreneurship.

In a course of study, students develop their business knowledge and understanding through applying business practices in business contexts, such as retail, health services, entertainment, tourism, travel and mining. Schools may offer a range of situations and experiences to engage in authentic learning experiences through connections within the school, local community or organisations, businesses and professionals outside of the school. These situations and experiences provide students with opportunities to develop skills important in the workplace to successfully participate in future employment.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills. They examine business information and apply their knowledge and skills related to business situations. The knowledge and skills developed in Business Studies enables students to participate effectively in the business world and as citizens dealing with issues emanating from business activities.

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.

Objectives

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

- explain business concepts, processes and practices
- examine business information
- apply business knowledge
- communicate responses
- evaluate projects.

Business Studies

Applied senior subject

Applied

Structure:
Business Studies is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study. The four units selected at Rosewood State High School are:

Unit option	Unit title
Unit option A	Working in administration
Unit option B	Working in finance
Unit option D	Working in marketing
Unit option E	Working in events

Assessment:
Students complete two assessment tasks for each unit. The assessment techniques used in Business Studies are:

Technique	Description	Response requirements
Extended response	Students respond to stimulus related to a business scenario about the unit context.	**<u>One of the following:</u>** · Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media · Spoken: up to 7 minutes, or signed equivalent · Written: up to 1000 words
Project	Students develop a business solution for a scenario about the unit context.	**Action plan** One of the following: · Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media · Spoken: up to 4 minutes, or signed equivalent · Written: up to 600 words **Evaluation** One of the following: · Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media · Spoken: up to 3 minutes, or signed equivalent · Written: up to 400 words

Social & Community Studies

Applied senior subject

Applied

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

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

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

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

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

Pathways

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

Objectives

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

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

Social & Community Studies

Applied senior subject

Applied

Structure:
Social & Community Studies is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study. The four options that Rosewood State High School offers is:

Unit option	Unit title
Unit option A	Lifestyle and financial choices
Unit option C	Relationships and work environments
Unit option D	Legal and digital citizenship
Unit option E	Australia and its place in the world

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

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

Modern History (Alternate Sequence)

General senior subject

General

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

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences.

In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

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

Pathways

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

Objectives

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

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

Modern History (Alternate Sequence)

General senior subject

General

DISCLAIMER:
This will run in an alternate sequence. This means students will complete Units 3 & 4 in Year 11. Their summative assessments will be Units 1 and 2 in Year 12. This does not impact results.

Structure:

Unit 3	Unit 4	Unit 1	Unit 2
National experiences in the Modern World Schools select two of the following topics to study in this unit: · Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends) · China since 1931 (invasion of Manchuria begins)	**International experiences in the Modern World** Schools select one of the following topics to study in this unit: · Search for collective peace and security since 1815 (Concert of Europe begins) · Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins)	**Ideas in the Modern World** Schools select two of the following topics to study in this unit: · Age of Enlightenment, 1750s–1789 (Encyclopédie published – French Revolution begins) · French Revolution, 1789–1799 (Estates General meets – New Consulate established)	**Movements in the Modern World** Schools select two of the following topics to study in this unit: · Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place) · Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end)

Assessment:
Schools devise assessments in Year 11 to suit their local context.
In Year 12 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

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

Prerequisites:
B in Humanities in Year 9 or 10.

Hospitality Practices

Applied senior subject

Applied

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations.

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

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement.

The majority of learning is done through hospitality 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.

Pathways

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

Objectives

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

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

Hospitality Practices

Applied senior subject

Applied

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

Unit option	Unit title
Unit option A	Culinary trends
Unit option B	Bar and barista basics
Unit option D	Casual dining - Buffet
Unit option E	Formal dining - Parent Dinner

Assessment:
Students complete two assessment tasks for each unit. The assessment techniques used in Hospitality Practices are:

Technique	Description	Response requirements
Practical demonstration	Students produce and present an item related to the unit context in response to a brief.	**Practical demonstration** Practical demonstration: menu item **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students plan and deliver an event incorporating the unit context in response to a brief.	**Practical demonstration** Practical demonstration: delivery of event **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Investigation	Students investigate and evaluate practices, skills and processes.	**Investigation and evaluation** One of the following: · Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media · Written: up to 1000 words

Industrial Graphics Skills

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Industrial Graphics Skills

Applied senior subject

Applied

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

Unit option	Unit title
Unit option A	Drafting for residential building
Unit option B	Computer-aided manufacturing drafting
Unit option C	Computer-aided drafting – modelling
Unit option E	Graphics for the engineering industry

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

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

Information & Communication Technology (Design Focus)

Applied senior subject

Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, is it important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements.

Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.
Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities.

Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

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

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

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

DUPLICATION OF LEARNING:
Please note, you cannot obtain QCE credits from this subject as well as Certificate II in Applied Digital Technologies.

Information & Communication Technology (Design Focus)

Applied senior subject

Applied

Structure:
Information & Communication Technology is a four-unit course of study. Rosewood State High School has designed our course of study with a focus on Design.

Unit option	Unit title
Unit option C	Audio and video production
Unit option D	Layout and publishing
Unit option E	Digital imaging and modelling
Unit option F	Web development

Assessment:
Students complete two assessment tasks for each unit. The assessment techniques used in Information & Communication Technology are:

Technique	Description	Response requirements
Product proposal	Students produce a prototype for a product proposal in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students produce a product prototype in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media that includes a demonstration of the product prototype

Early Childhood Studies

Applied senior subject

Applied

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

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

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development.

Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments. Throughout the course of study, students make decisions and work individually and with others.

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

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

Pathways

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

Objectives

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

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

Early Childhood Studies

Applied senior subject

Applied

Structure:
Early Childhood Studies is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study. At Rosewood State High School we offer the following four units to our students in Years 11 and 12.

Unit option	Unit title
Unit option A	Play and creativity
Unit option B	Literacy and numerary
Unit option C	Children's development
Unit option E	Indoor and outdoor environments

Assessment:
Students complete two assessment tasks for each unit. The assessment techniques used in Early Childhood Studies are:

Technique	Description	Response requirements
Investigation	Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity.	**Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity.	**Play-based learning activity** Implementation of activity: up to 5 minutes **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Sport & Recreation

Applied senior subject

Applied

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

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

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

Pathways

A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

Objectives

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

- Investigate activities and strategies to enhance outcomes
- plan activities and strategies to enhance outcomes
- perform activities and strategies to enhance outcomes
- evaluate activities and strategies to enhance outcomes.

Sport & Recreation

Applied senior subject

Applied

Structure:
Sport & Recreation is a four-unit course of study. This syllabus contains 12 QCAA-developed units as options for schools to select from to develop their course of study. The four options selected at Rosewood State High School are:

Unit option	Unit title
Unit option D	Coaching and officiating
Unit option E	Community recreation
Unit option G	Event management
Unit option H	Fitness for sport and recreation

Assessment:
Students complete two assessment tasks for each unit. The assessment techniques used in Sport & Recreation are:

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Performance** Performance: up to 4 minutes **Planning and evaluation** One of the following: · Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media · Spoken: up to 3 minutes, or signed equivalent · Written: up to 500 words
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Investigation and session plan** One of the following: · Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media · Spoken: up to 3 minutes, or signed equivalent · Written: up to 500 words **Performance** Performance: up to 4 minutes **Evaluation** One of the following: · Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media · Spoken: up to 3 minutes, or signed equivalent · Written: up to 500 words

WHAT ARE...
YOUR VET OPTIONS?
INTERNAL COURSES & EXTERNAL PROVIDERS

Internal Courses:
Rosewood State High School provides nationally recognised Vocational Education courses on campus by our staff.

On Campus	**ICT20120 Certificate II in Applied Digital Technologies** **CHC24015 Certificate II in Active Volunteering**

External Providers:
Rosewood State High School partners with external providers to ensure our students have access to nationally recognised providers of Vocational Education.

Bluedog Training:
Bluedog training is among Australia's largest providers of construction and engineering training. Their certificate courses are offered on campus at Rosewood State High School.

On Campus	**CPC20220 Certificate II in Construction Pathways** **MEM20422 Certificate II in Engineering Pathways**

Mater Education:
Mater education provides leading healthcare education. The below courses are held on the Springfield Mater Education hospital and students will attend one day a week.

Off Campus	**HLT23221 Certificate II in Health Support Services** **Bridge into:** **HLT33115 Certificate III in Health Services Assistance**

TAFE Queensland:
TAFE Queensland is the largest, most experienced training and educator provider in the state. They deliver practical, industry-relevant training.

Off Campus	**INVESTIGATE COURSES VIA THE TAFE QUEENSLAND WEBSITE**

ICT20120 CERTIFICATE II IN APPLIED DIGITAL TECHNOLOGIES

RTO Details:	Registered training organisation (RTO): Rosewood SHS (RTO Code: 30347) https://rosewoodshs.eq.edu.au/ 1300 070 350	**QCE Credits:**	Up to 4 Core Credits	**Fee:**	Free

Description:
This qualification provides the foundation skills and knowledge to use basic applied digital technologies in varied contexts. You will carry out a range of basic procedural and operational tasks that require digital technology skills. You will also complete routine tasks using limited practical skills and knowledge in a defined context.

Why choose Applied Digital Technologies?
The qualification is designed for those wanting to develop foundational digital technology skills that will prepare them for future employment.

Core	
BSBUS211	Participate in sustainable work practices
BSBTEC202	Use digital technologies to communicate in a work environment
BSBWHS211	Contribute to the health and safety of self and others
ICTICT213	Use computer operating systems and hardware
ICTICT214	Operate application software packages
ICTICT215	Operate digital media technology packages
Elective	
ICTICT219	Interact and resolve queries with ICT clients
ICTICT224	Integrate commercial computing packages
ICTICT226	Operate simple database applications
ICTSAS211	Develop solutions for basic ICT malfunctions and problems
ICTICT309	Create ICT user documentation
ICTPRG302	Apply introductory programming techniques

CHC24015 CERTIFICATE II IN ACTIVE VOLUNTEERING

STUDENTS WILL ALSO COMPLETE A LITERACY AND NUMERACY SHORT COURSE WHILE ENROLED IN THIS COURSE

RTO Details:	Registered training organisation (RTO): Rosewood SHS (RTO Code: 30347) https://rosewoodshs.eq.edu.au/ 1300 070 350	**QCE Credits:**	Up to 4 Core Credits + 2 for short courses	**Fee:**	**Free**

Description:
This qualification reflects the role of entry level volunteer workers. At this level, work takes place under direct, regular supervision within clearly defined guidelines.
To achieve this qualification, you must complete at least **20 hours of volunteer work** as detailed in the Assessment Requirements of units of competency.

Students may also complete their Literacy and Numeracy component of their QCE while in Active Volunteering.

Why choose Active Volunteering?
Active volunteering provides hands on experience working in a team towards a common goal. It allows students to interact with diverse people, understand work health and safety processes and give back to their school community. This qualification may be used as a pathway for workforce entry.

Core	
CHCDIV001	Work with diverse people
CHCVOL001	Be an effective volunteer
HLTWHS001	Participate in workplace health and safety
BSBCMM201	Communicate in the workplace relevant to the work outcome
Elective	
CHCCOM001	Provide first point of contact
FSKRDG10	Read and respond to routine workplace information
BSBOPS203	Deliver a service to customers

Pre-requisities:	**LLN Level 1**

CPC20220 CERTIFICATE II IN CONSTRUCTION PATHWAYS

RTO Details:	Registered training organisation (RTO): Blue Dog Training (RTO Code: 31193) www.bluedogtraining.com.au 07 3331 6004	**QCE Credits:**	4 Core Credits	**Fee:**	May be funded under Career Ready or $1200 fee for service

Description:

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

Application:

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

Eligibility - Cost

- This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list. Our school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026.
- Enrolment in this qualification is being offered to students under a fee for service arrangement by Blue Dog Training in 2026. Fee for service cost = $1200.
- Please refer to the Blue Dog Training Website for information on their refund policy. https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

CPC20220 CERTIFICATE II IN CONSTRUCTION PATHWAYS

Training and Assessment Delivery:

- The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Training's qualified trainers and assessors.
- Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.
- Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.
- Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.
- Blue Dog Training is responsible for all training and assessment.

Core	
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work
CPCCVE1011*	Undertake a basic construction project
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCOM1015	Carry out measurements and calculations
Elective	
CPCWHS1001#	Prepare to work safely in the construction industry
CPCCCM2004*	Handle construction materials
CPCCCM1011	Undertake basic estimation and costing
CPCCCA2002*	Use carpentry tools and equipment
CPCCWF2002*	Use wall and floor tiling tools and equipment

Notes:

- *Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
- Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.
- # The unit CPCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.
- More information about this qualification is available at: https://training.gov.au/Training/Details/CPC20220

MEM20422 CERTIFICATE II IN ENGINEERING PATHWAYS

RTO Details:	**Registered training organisation (RTO): Blue Dog Training (RTO Code: 31193) www.bluedogtraining.com.au 07 3331 6004**	**QCE Credits:**	**4 Core Credits**	**Fee:**	**May be funded under Career Ready or $1200 fee for service**

Description:

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

Application:

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

Eligibility - Cost

- This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list. Our school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026.
- Enrolment in this qualification is being offered to students under a fee for service arrangement by Blue Dog Training in 2026. Fee for service cost = $1200.
- Please refer to the Blue Dog Training Website for information on their refund policy. https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

MEM20422 CERTIFICATE II IN ENGINEERING PATHWAYS

Training and Assessment Delivery:

- The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Training's qualified trainers and assessors.
- Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.
- Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.
- Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.
- Blue Dog Training is responsible for all training and assessment.

Core	
MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices
Elective	
MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

Notes:

- Notes:
- *Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
- Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.
- More information about this qualification is available at: https://training.gov.au/Training/Details/MEM20422

HLT23221 CERTIFICATE II IN HEALTH SUPPORT SERVICES

OPPORTUNITY TO BRIDGE INTO HLT33115 CERTIFICATE III IN HEALTH SERVICES ASSISTANCE

RTO Details:	Registered training organisation (RTO): Mater Education Ltd (RTO Code: 5210) www.bluedogtraining.com.au 1300 070 350	**QCE Credits:**	Up to 4 Core Credits	**Fee:**	May be funded under Career Ready or $3610 fee for service

Entry requirements:

To be accepted to study the Certificate II in Health Support Services, students must satisfy the following requirements:

- must be in year 10, 11 or 12
- obtain approval from your school and parent/guardian
- have basic computer skills, access to a laptop or portable device with internet access (Wi-Fi available at our study locations) and up-to-date software. This includes Microsoft Office, Adobe Acrobat Reader and Adobe Flash Player
- meet literacy and numeracy requirements.
- wear the appropriate uniform:
  - long black dress pants (leggings, jeans or casual pants are not permitted)
  - black leather school shoes (sneakers are not permitted)
  - school polo sport shirt (per the student's school uniform)
- To continue studying the **Certificate III Health Services Assistance** Gap Program, students must have successfully completed the Certificate II in Health Support Services.

HLT33115 CERTIFICATE III IN HEALTH SERVICES ASSISTANCE

UNDERTAKEN AFTER SUCCESSFUL COMPLETION OF CERTIFICATE II HEALTH SUPPORT SERVICES

RTO Details:	**Registered training organisation (RTO): Mater Education Ltd (RTO Code: 5210) www.bluedogtraining.com.au 1300 070 350**	**QCE Credits:**	**2 Credits**	**Fee:**	**$800**

A dedicated pathway for senior students interested in pursuing a career in health

You'll study on-site in a real hospital environment at Mater's facilities in Brisbane, Springfield or Townsville.

After completing a Certificate II in Health Support Services and a Certificate III in Health Services Assistance, you will qualify as an Assistant In Nursing (AIN) allowing you to work in healthcare before you finish school.

Delivered by our expert team of medical educators, VETiS gives you the knowledge and skills in:

- medical terminology
- anatomy
- communication
- teamwork

Enrol today

Certificate II in Health Support Services
(six months/two school terms)
Gain valuable experience in a healthcare setting and learn about infection control, patient safety, first aid and other foundational care principles.

Certificate III in Health Services Assistance
(10 weeks/one school term)
Play a key role in supporting front-line healthcare workers as an acute care assistant, patient care attendant, orderly or wards person.

matereducation.qld.edu.au
1300 070 350

RTO 5210 | HLT23221 | HLT33115

Entry requirements:

- To continue studying the **Certificate III Health Services Assistance** Gap Program, students must have successfully completed the Certificate II in Health Support Services.
- Certificate III in Health Services Assistance students will attend a one-day Health Experience in the school holidays; a hands-on immersive experience to expose students to the various tasks and skills as a healthcare professional.
- This program will use simulation to provide an experience of what 'a day in the life' of a healthcare professional might look like. We will follow simulated "patients" on their journey through the healthcare system to teach students about the health profession.
- The goals of the program are centered on giving students an experience that helps them understand the role of an Assistant in Nursing and provides an overview of future careers. Health Experience Days will cover personal cares including bed bath / showers / shaving and feeding of patients, emergency care, basic nursing cares including wound management, vital signs and communication activities.

YOUR SUPPORT TEAM

English	**Kelsey Turner, Head of English** kmwec0@eq.edu.au
Mathematics	**Paul Sanders, Head of Mathematics** psand14@eq.edu.au
The Arts	**Symantha McSweeney, Head of Arts & Technologies** smcsw3@eq.edu.au
Sciences	**Darren Elliot, Head of Science** dlell2@eq.edu.au
Humanities and Social Sciences	**Tonia Stocker, Head of Humanities & HPE** tstoc12@eq.edu.au
Technologies	**Symantha McSweeney, Head of Arts & Technologies** smcsw3@eq.edu.au
Health and Physical Education	**Tonia Stocker, Head of Humanities & HPE** tstoc12@eq.edu.au
Certificate Courses	**Anne Artesi, Head of Senior Schooling** aarte4@eq.edu.au
TAFE & Apprenticeships/Traineeships	**Kelly McMillan, Industry Liaison Officer** kmcmi66@eq.edu.au
University Preparation	**Brendan Wingett, Guidance Officer** bjwin0@eq.edu.au
Holistic Support	**Anne Artesi, Head of Senior Schooling** aarte4@eq.edu.au **Jason Bugeja, Deputy Principal of Senior Schooling** jxbug2@eq.edu.au

REFERENCE GUIDE

Link/Resource	Description
QCAA – QCE Information	Official info on the Queensland Certificate of Education (QCE) — eligibility, credit requirements, and literacy/numeracy standards.
MyQCE Student Portal	Student dashboard to track QCE progress using your LUI (Learner Unique Identifier).
QTAC – University Applications & ATAR	Apply to Queensland universities, check ATAR eligibility, and access the Year 10 Prerequisites Guide
TAFE Queensland	Explore TAFE at School courses and mainstream VET programs, find campus info, enrol, and access payment plans.
Queensland Skills Gateway	Browse all Career Ready (formerly VETiS) funded courses, RTOs, and check what is government subsidised.
MyFuture	Career and subject exploration tool – matches interests to pathways and provides labour market info.
Jobs & Skills Australia	Explore job roles, growth projections, qualifications required, and salaries.
MySkills	Compare nationally recognised VET qualifications, providers, and learning outcomes.
Create a USI	Apply for a Unique Student Identifier — required for all VET and TAFE enrolments.
Career Ready (formerly VETiS)	Government-funded training for eligible students completing Cert I or II courses. Students can only access one fully funded Career Ready program.
School-Based Apprenticeships & Traineeships (SATs)	Info on combining school, work, and training. Earn a wage and complete a qualification while finishing Year 11/12.

2026 SUBJECT HANDBOOK

The information in this handbook is a guide, and reflects information at the current time of release (11th of August, 2025).

We look forward to supporting you in your Senior Phase of Schooling.

In pursuit of excellence