

SENIOR SUBJECT GUIDE 2026

A guide for all Parents/Caregivers and Students entering Senior School

Year 11: 2027
Year 12: 2028



SENIOR SUBJECT GUIDE 2026

CONTENTS

MESSAGE FROM THE PRINCIPAL.....	3
ENTERING SENIOR SECONDARY SCHOOL.....	4
KEY PERSONNEL	5
SENIOR EDUCATION PROFILE.....	6
STATEMENT OF RESULTS	6
QUEENSLAND CERTIFICATE OF EDUCATION (QCE)	6
QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)	8
UNDERPINNING FACTORS.....	11
APPLIED SYLLABUSES	11
VOCATIONAL EDUCATION AND TRAINING (VET)	11
AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) ELIGIBILITY	12
ENGLISH REQUIREMENT	12
ATAR FAQs	12
GENERAL SYLLABUSES.....	14
APPLIED SYLLABUSES	16
SENIOR EXTERNAL EXAMINATIONS	17
ASSESSMENT	17
VOCATIONAL EDUCATION AND TRAINING (VET)	18
TAFE AT SCHOOL PROGRAM.....	19
SCHOOL-BASED APPRENTICESHIPS OR TRAINEESHIPS (SATs).....	20
SENIOR SUBJECT CURRICULUM	21
BIOLOGY – GENERAL.....	23
BUSINESS – GENERAL.....	25

SENIOR SUBJECT GUIDE 2026

CHEMISTRY – GENERAL	27
DESIGN – GENERAL	29
DRAMA – GENERAL	31
ENGLISH – GENERAL	33
GENERAL MATHEMATICS – GENERAL	35
MATHEMATICAL METHODS – GENERAL	37
MUSIC – GENERAL	39
PHYSICS – GENERAL	41
STUDY OF RELIGION – GENERAL	43
VISUAL ART – GENERAL	45
SENIOR EXTERNAL EXAMINATION LANGUAGES – GENERAL	47
ESSENTIAL ENGLISH – APPLIED	48
ESSENTIAL MATHEMATICS – APPLIED	50
BUSINESS STUDIES – APPLIED	52
DRAMA IN PRACTICE – APPLIED	54
INFORMATION AND COMMUNICATION TECHNOLOGY – APPLIED	56
MUSIC IN PRACTICE – APPLIED	58
RELIGION AND ETHICS – APPLIED	60
SPORT AND RECREATION – APPLIED	62
SCIENCE IN PRACTICE – APPLIED	64
TOURISM – APPLIED	66
VISUAL ARTS IN PRACTICE – APPLIED	68
CPC20220 Certificate II in Construction Pathways	70
SIT20322 Certificate II in Hospitality	72
Certificate II & III in Health Support Services	74

SENIOR SUBJECT GUIDE 2026

MESSAGE FROM THE PRINCIPAL

Welcome to the St Francis College Guide to the Senior Phase of Learning for 2026 and 2027. This handbook is designed to provide parents and students with information about the various subjects available for study in Years 11 and 12 at St Francis College during the Senior Phase of Learning commencing in 2026.

Government legislation requires that all young people are either “Earning or Learning”. It is compulsory for young people to stay at school until they complete Year 10 or turn 16 (whichever comes first). After this requirement they are then required to participate in education and training for a further two years until they:

- Gain a Queensland Certificate of Education (QCE);
- Gain a Certificate III Vocational Qualification (including School-based New Apprenticeships);
- Turn 17.

In entering the Senior Phase of Learning, students also have responsibilities which must include the following commitments. A commitment to:

- Succeed;
- Be an independent learner;
- Be self-disciplined;
- Be organised;
- Study;
- Take personal responsibility for their learning and assessment.

This commitment is required for the entire two years, as the foundations of learning and outcomes from Unit 1 and Unit 2 are required for success in Units 3 and 4—commencing in Term 4 of Year 11 and continuing into Year 12.

There is no one single program or pathway that is “right” for students to follow. Never before has such emphasis been placed on students choosing appropriate individual pathways for learning during their Senior Phase of education.

We are confident that, through the Career program conducted in Year 10, the Senior Education and Training (SET) plan process with Year 10 students and parents, we have provided a solid foundation for students and their parents to begin discussing and investigating appropriate pathways.

The next step is for students to begin putting their individual pathway plans into action. For most students, their chosen and most appropriate pathway will mean continuing their education through the Senior Phase of learning at St Francis College. For those students who have determined that they wish to remain at St Francis College to complete Years 11 and 12, it is now time to begin the process of selecting the subjects which will form their academic program. Students should choose pathways that provide a range of flexible outcomes which reflect their interests and abilities.

We look forward to working with students and parents during the subject selection process, providing information that supports your very important decisions.

We look forward to working with you, the students, as the young adults in our College Community and you, the parents, who will provide the love and support that they will need.



John Marinucci
Principal

SENIOR SUBJECT GUIDE 2026

ENTERING SENIOR SECONDARY SCHOOL

SUBJECT SELECTIONS

At St Francis College, students are required to study six (6) subjects (or equivalent with VET study). On the basis of choices made by students, the timetable for the senior years will be created in such a way as to maximise the degree to which student preferences can be satisfied. For some very few students, it may not be possible to accommodate their particular subject combination. Students in this category will be consulted on their Subject Program through an interview with the Assistant Principal – Curriculum.

REVIEW OF ACADEMIC PERFORMANCE

All Year 10 students, within a framework of transition into the Senior Phase of Learning are required to co-sign with their parent(s)/caregiver a Senior Education and Training (SET) Plan. This plan will nominate their chosen pathway of learning options. All students will be required to meet minimum standards of this contractual arrangement, with individual learning outcomes and achievements registered and officiated by the Government agency, the Queensland Curriculum and Assessment Authority (QCAA).

To this end, a formal SET Plan/Subject Selection interview is required to be completed by all Year 10 students accompanied by a parent/guardian, where their academic performance and behavioural record are reviewed, as part of the Subject Selection process.

For a student seeking to enter Year 11 or Year 12, performance in his/her Program of Study in the previous year(s) is of great interest to the College in determining if particular subjects or subject combination, are appropriate for the student to take.

Continuing on into Unit 3 and Unit 4 (commencing in Term 4 of Year) of a General Subject is conditional upon satisfactory application and/or achievement in Units 1 and 2. Where the College has concerns regarding the academic performance and commitment to study, a student may be required to participate in a more formal review of their progress. This will be done in consultation with the student and family to ensure that they are supported to achieve their future pathway.

PRE-REQUISITE REQUIREMENTS AND SUBJECT SELECTION RULES

General subjects include pre-requisite requirements designed to support student success. Pre-requisite results are based on the Levels of Achievement of a student at Semester 1 of Year 10, the most recent reporting period. Pre-requisite requirements for subjects are outlined in the subject descriptions later in this handbook.

Students will be unable to select a subject in the online portal if they do not meet the pre-requisite outcome, however, will be able to note their preferred selections. These will then be discussed during the SET plan meetings and may be review based on Semester 2 Year 10 outcomes or through the review by the Assistant Principal – Curriculum.

SENIOR SUBJECT GUIDE 2026

KEY PERSONNEL

Enquiries about the material covered in this booklet should be directed to:

Andrea Hickey

Head of Campus 7-12

Telephone: 07 3489 4800

Email: ahickey4@bne.catholic.edu.au

Daniel Luck

Assistant Principal – Curriculum 7-12

Telephone: 07 3489 4800

Email: daniel.luck@bne.catholic.edu.au

Laura Hawkins

Year 11 & 12 Curriculum & Pedagogy Leader

Email: lhawkins@bne.catholic.edu.au

Rachel Kilby

Year 7-12 Learning Engagement & Data Leader

Email: rkilby@bne.catholic.edu.au

Lu Liu

6-12 Pathways Program Leader

Email: Lu.Liu@bne.catholic.edu.au

Visit our website: <http://www.sfcc.qld.edu.au>

SENIOR SUBJECT GUIDE 2026

SENIOR EDUCATION PROFILE

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

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

For more information about the SEP see:

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

STATEMENT OF RESULTS

Students are issued with a statement of results in December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed—generally at the end of Year 12.

A full record of study will be issued, along with the QCE qualification, on the first December or July after the student meets the requirements for a QCE. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

The Queensland Certificate of Education (QCE) is Queensland's internationally recognised senior secondary schooling qualification.

To be issued a QCE, students need to accrue the set amount of learning, at the set standard, in a set pattern, while meeting literacy, numeracy and academic integrity requirements. These requirements are aimed at ensuring students complete their senior schooling with the knowledge and skills they need for success in life beyond school. The QCE is issued to eligible students when they meet all requirements, usually at the end of Year 12.

To achieve a QCE, students must achieve a minimum of 20 QCE points/credits from their learning across Year 11 and 12 (Units 1 to 4). Of these 20 QCE points, 12 must come from what is considered the Core learning requirement (often English, Mathematics and Religion) that have been studied continuously across the four units. Each General or Applied subject offers a student a maximum of four QCE points. These points are earned when a student achieves a C or better for the Unit of work in Units 1 and 2. A student must achieve a C standard or above across Units 3 and 4 to achieve the final 2 QCE points available for the subject.

SENIOR SUBJECT GUIDE 2026

Schools and other learning providers report students' results at intervals set by the QCAA. General and Applied subject results are reported after students complete Unit 1, Unit 2, and the Unit 3 and 4 pair. QCE credit progressively accrues in students' learning accounts (see the QCE credit allocation table page 9).

Credit from General and Applied courses of study will accrue when the set standard is met and reported. Results are reported and recorded with the QCAA as satisfactory for Unit 1 or Unit 2 when a student achieves a C standard or better and will accrue one credit point each towards a QCE. A grade of C must be achieved by the end of the Unit 3 and 4 pair—across the balance of IA1, IA2, IA3 and IA4/EA—to accrue two QCE points for Units 3 and 4. It is not possible to achieve a QCE point for Unit 3 and not Unit 4.

COMPLETED CORE REQUIREMENT

Within the QCE set pattern requirement, students must accrue 12 points from completed Core courses. Students must complete a Core course of study from beginning to end of year 12 (Units 1 to 4) to contribute to the 12 credits. That is, they must study a minimum of three subjects over the two-year course and achieve a minimum C standard result in all four units. It is encouraged that students study a minimum of four course subjects to assist meeting this Core Credit requirement of the QCE. That is, it is important that students select the correct subjects at the start of Year 11 to minimise subject changes that could put their Core subjects at risk.

Students must complete all four units of study for QCAA General or Applied subjects to contribute to the completed Core credit requirement. To receive all four QCE points for a subject, students must achieve a grade of C for all units. Credit will accrue for units only where the set standard is met. For example, Essential English (Core course of study) completed successfully for all four units will contribute four QCE points to the completed Core requirement. More examples are included in the table page 10-11.

In VET qualifications, credits contribute to the completed Core requirement when a student completes a Certificate II, III or IV within other VET QCE requirements. The amount of credit for each completed certificate will vary depending on the notionally agreed nominal hours of learning required (as determined by the Department of Employment, Small Business and Training).

RELAXATION OF COMPLETED CORE CREDIT

Relaxation of the completed Core requirement will be automatically applied for students who change from a QCAA Mathematics subject to another QCAA Mathematics subject, as well as students who change from a QCAA English subject to another QCAA English subject. Credits accrue for units that meet the set standard. Students who join the school from another Queensland school may have a relaxation of core credit applied for if the previously studied subject is not available at St Francis College to assist them in meeting the core requirement.

SENIOR SUBJECT GUIDE 2026

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

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

Students interested in a QCIA pathway will have a meeting with the Learning Partnerships team and Assistant Principal – Curriculum to ensure the appropriate subjects are being selected to meet the QCIA learning goals. Just like a QCE, the QCIA pathway is designed to meet the needs of the student as they work towards post-school pathways.

QCE CREDIT BREAKDOWN

QCE credit for a General or Applied Subject		
General Subjects	Set Standard	QCE Points
Unit 1	Grade of C or better (reported as Satisfactory)	1
Unit 2	Grade of C or better (reported as Satisfactory)	1
Unit 3 and 4	Grade of C or better	2
Maximum credit available (per subject)		4

QCE credit for Vocational Education and Training (VET) – Completed qualification and partial qualification completion		
VET Qualification	Competencies Complete	QCE Points
Cert II	100% complete	4
	<25% complete	0
Cert III, IV or Diploma	100% complete	5-8
	<25% complete	0
*Incomplete certificate courses will see a reduction of QCE points awarded. Credit is determined by the nominal hours outlined in the training package as outlined in QCE credit for vocational education and training (VET). Some courses may differ from the example above. Where a Certificate II and III are studied together (as a nested II and III) the total QCE points will be the total of the Certificate III, not an addition of the Certificate II and III.		

SENIOR SUBJECT GUIDE 2026

VET qualifications must be completed to contribute credit to the completed Core requirement for a QCE.

QCE credit for Vocational Education and Training (VET) – School-based Apprenticeships and Traineeships		
School-based Apprenticeships and Traineeships	Requirements	QCE Credits
School-based Apprenticeships (VET qualification is not completed while at school in school-based apprenticeship*)	VET qualification: There is a time limit to the amount of training that school-based apprentices may complete while at school, dependent of the nominal term (full-time) of the apprenticeship	Up to 2
	On-the-job: Minimum 50 days (375 hours) per 12 months from the date of commencement (a minimum of 7.5 hours per week averaged over each 3-month period) Electrotechnology school-based apprentices require a minimum of 80 days (600 hours) per 12 months	Up to 4** (2 credits for each 50 days completed each 12 months)
School-based Traineeships	As outlined with the relevant VET certificate level. No additional QCE credit is accrued for on-the- job hours completed for a school-based traineeship.	Up to 8
*School-based apprenticeship VET qualifications do not contribute to the completed Core requirements of the QCE as they cannot be completed while at school.		

SENIOR SUBJECT GUIDE 2026

SENIOR SUBJECTS

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

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

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

GENERAL SYLLABUSES

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies. General subjects have a higher academic rigour and increased assessment demand. All General subjects require students to undertake an External Assessment (exam) at the end of Year 12. The timetable for the external assessment period is set by the QCAA and there are not possible changes to the schedule (released around May/June each year). General Extension subjects are grouped within the General Syllabus subject type.

APPLIED SYLLABUSES

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or directly into the work force. These subjects are more practically based in their theory and application.

SENIOR EXTERNAL EXAMINATION

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA. These are offered to students who may speak a language other than English at home e.g. Arabic. Successful completion of these subjects entitles students to 4 QCE points. The outcome of these exams can also contribute to a student's ATAR.

SHORT COURSES

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

SENIOR SUBJECT GUIDE 2026

UNDERPINNING FACTORS

All senior syllabuses are underpinned by:

LITERACY – the set of knowledge and skills about language and texts essential for understanding and conveying content;

NUMERACY – the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

21ST CENTURY SKILLS – the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

APPLIED SYLLABUSES

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

APPLIED LEARNING – the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts;

COMMUNITY CONNECTIONS – the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom;

CORE SKILLS FOR WORK – the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

VOCATIONAL EDUCATION AND TRAINING (VET)

Students can access VET programs through the school if:

- They are offered/supported by a Registered Training Organisation (RTO);
- Has a third-party arrangement with an external provider who is an RTO;
- Offers opportunities for students to undertake school-based apprenticeships or traineeships that meet requirements for school-based VET study.

Students interested in VET study options should book a meeting with the Pathways Leader to discuss suitability of the preferred course.

SENIOR SUBJECT GUIDE 2026

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) ELIGIBILITY

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

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's best five (5) subject outcomes that are:

- Best five General subject results;
- Best results of four General subjects plus an Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations. ATARs are used as a method to determine entrance into university study within and beyond Queensland.

ENGLISH REQUIREMENT

St Francis College students who are on an ATAR pathway are required to study General English. While students must undertake this to be eligible to receive an ATAR, it is not mandatory for a student's English results to be included in the calculation of their ATAR. Satisfactory completion of General English (Units 3 and 4) is a prerequisite requirement for many university courses. Accordingly, satisfactory completion of a General English subject is particularly important for students on an ATAR pathway.

ATAR FAQs

WHAT IS THE ATAR?

The ATAR is the standard measure of overall school achievement used in all other Australian states and territories. It is a rank indicating a student's position overall relative to other students.

The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05. ATARs below 30 will be reported as '30.00 or less'.

ATAR ELIGIBILITY

To be eligible for an ATAR, a student must have:

- Satisfactorily completed an English subject;
- Complete at least **four General** subjects **plus one** General, Applied subject or VET course at AQF Certificate III or above;
- Accumulated their subject results within a five-year period.

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

SENIOR SUBJECT GUIDE 2026

ATAR CALCULATION

The ATAR will be calculated by combining a student's best five subject scaled scores. Scaled scores will be derived from a student's subject results as reported to QTAC by the Queensland Curriculum and Assessment Authority (QCAA), using a process of inter-subject scaling.

INTER-SUBJECT SCALING

Inter-subject scaling is where raw scores for a given subject are adjusted so the results for that subject can be compared fairly with the results of any other subject. As an example only, if a student of a given ability studies an easier Maths subject they might get a 90/100. But if the same student studies a harder Maths subject they might only get a 70/100. However, if scaling works, they should end up with the same scaled score for inclusion in their ATAR calculation. If subjects were not scaled, students could maximise their ATAR by studying what they believe are the easiest possible subjects to get the highest possible best five subject results to comprise their ATAR.

Inter-subject scaling will not enhance or diminish a student's performance in their subjects. The student's ranking relative to other students in their subjects does not change. Scaling simply allows for performances to be compared across all subjects, and then only for the purposes of including these in the calculation of a student's ATAR.

Students should choose subjects that:

- they enjoy;
- think they will achieve well in;
- that are subject prerequisites for tertiary courses that they will be seeking entry to.

VOCATIONAL EDUCATION AND TRAINING (VET) AND THE ATAR

Each VET qualification level (certificate III or higher) will have a single scaled score that can be included in a student's ATAR. For example, a Certificate III in Hospitality and a Certificate III in Laboratory Skills will each have the same scaled score; this will be regardless of the duration or area of study of the certificate III.

ACCESSING THE ATAR

ATARs are released in mid to late December each year by QTAC. Students eligible for an ATAR must register for the QTAC ATAR portal. Students will be able to access their ATARs online through the portal and print a PDF version of their Queensland ATAR Result Notice. The result notice will be verifiable from a secure online facility.

SENIOR SUBJECT GUIDE 2026

GENERAL SYLLABUSES

STRUCTURE

All General subjects have their learning and assessment broken into four units of work studied across Years 11 and 12 in Units 1 to 4.

GENERAL SYLLABUSES COURSE OVERVIEW

Further information about General Subjects can be found on the QCAA website:

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

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

Students should complete Units 1 and 2 before starting Units 3 and 4 as Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations. Students may change their subject only at the end of Unit 1 or 2. Students considering a subject change are encouraged to make the change at the end of Unit 1 to ensure foundational understanding is gained prior to the commencement of Units 3 and 4.

ASSESSMENT

Units 1 and 2 Assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2 to reflect the local context. The assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2 mirror those of Units 3 and 4.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Students will complete three or four assessments for Units 1 and 2. The learning from these assessment items will assist students to be successful in their assessment instruments in Units 3 and 4.

St Francis College is required to report the satisfactory or unsatisfactory completion of Unit 1 and 2 for each student to the QCAA. The college will report levels of achievement to students and parents/carers using grades and descriptive statements.

Units 3 and 4 Assessments

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

Schools develop three Internal Assessment (IA) items for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

SENIOR SUBJECT GUIDE 2026

The three summative internal assessments are endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment—developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

INSTRUMENT-SPECIFIC MARKING GUIDES

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

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

Schools cannot change or modify an ISMG for use with summative internal assessment. As part of quality teaching and learning, teachers will discuss ISMGs with students to help them understand the requirements of an assessment task.

EXTERNAL ASSESSMENT

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

- Common to all schools;
- Administered under the same conditions at the same time and on the same day;
- Developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment. The External Assessment timetable is developed and released by the QCAA in May/June each year. The exams are held in October and November of each year and there are no possible changes to the advised exam schedule. All students undertaking a General subject must complete the External Assessment for the subject to complete the course.

SENIOR SUBJECT GUIDE 2026

APPLIED SYLLABUSES

STRUCTURE

All Applied subjects have their learning and assessment broken into four units of work studied across Years 11 and 12 in Units 1 to 4.

APPLIED SYLLABUSES COURSE OVERVIEW

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

Units 3 and 4 consolidate student learning and allow for greater exploration of the subject matter. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation—a maximum of one (1) Applied subject can count towards an ATAR.

ASSESSMENT

Applied syllabuses use three or four Formative Assessment (FA) items across Units 1 and 2 and four summative Internal Assessment (IA) items in Units 3 and 4. The Formative Assessment tasks are designed to allow students to become familiar with the type of assessment instruments they will complete in Units 3 and 4. The overall results from Units 3 & 4 determine the student's exit result for the subject. Applied syllabuses do not use external assessment.

INSTRUMENT-SPECIFIC STANDARDS

Each syllabus provides instrument-specific standards (ISS) for all formative and summative assessment instruments. The ISS describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISS for use with summative internal assessment. As part of quality teaching and learning, teachers will discuss ISS with students to help them understand the requirements of an assessment task.

SENIOR SUBJECT GUIDE 2026

ESSENTIAL ENGLISH AND ESSENTIAL MATHEMATICS – COMMON INTERNAL ASSESSMENT

In Essential Mathematics and Essential English, the school will develop three of the summative Internal Assessment (IA) tasks with the fourth being a Common Internal Assessment (CIA).

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

- Developed by the QCAA;
- Common to all schools;
- Delivered to schools by the QCAA;
- Administered flexibly in Unit 3;
- Administered under supervised conditions;
- Completed by all students in the state that study the subject;
- Marked by the school according to a common marking scheme developed by the QCAA.

SENIOR EXTERNAL EXAMINATIONS

SENIOR EXTERNAL EXAMINATIONS COURSE OVERVIEW

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

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

The Senior External Examination is for:

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

Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations. For more information about the Senior External Examination, visit the QCAA website:

www.qcaa.qld.edu.au/senior/see

ASSESSMENT

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

SENIOR SUBJECT GUIDE 2026

VOCATIONAL EDUCATION AND TRAINING (VET)

St Francis College offers students nationally recognised courses which are equivalent to the courses being offered by TAFE Colleges and other private Colleges. These courses have been designed by industry and require St Francis College to consult with industry to ensure that the courses we offer are of the highest possible standard. Since these courses are nationally recognised, students who complete individual competencies or entire Certificate courses will be recognised by employers, TAFE and private Colleges throughout Australia.

VETiS FUNDING/CAREER READY FUNDING

Qualifications delivered by St Francis College have been eligible for financial support through the **VETiS** (VET in Schools) funding model for qualifications listed on the Priority Skills List at a Certificate I or II level. The current VETiS funding model is changing to the new Career Ready and Career Taster funding framework, scheduled for implementation from January 1, 2026 as determined and managed by The Queensland Department of Trade, Employment and Training (DTET). The DTET is currently finalising the transition from the VET in Schools (VETiS) funding model to the new **Career Ready** and **Career Taster** funding frameworks.

Not all information regarding Career Ready programs and funding is currently finalised or publicly available. While every effort has been made to ensure the accuracy of the information presented in this guide, changes may still occur, including updates to eligibility rules, program availability, and funding arrangements. Key elements, such as the Career Ready Provisional Qualification List, are subject to change pending ministerial approval and ongoing contractual negotiations between the Department and Registered Training Organisations (RTOs).

Schools, students, and families are encouraged to refer directly to the Queensland Government's Career Ready website qld.gov.au/education/training/subsidies/career-ready and the latest Career Ready Provisional Qualification List [career-ready-provisional-qualification-list.pdf](#) for the most up-to-date information.

Students considering VET study should have a meeting with the Pathways Program Leader to discuss the possible financial aspects of the study and to ensure an informed decision-making process.

LATE ENROLMENT

Should a student start in a VET course late (i.e. after course commencement, Term 1 Year 11), a student may not obtain the full qualification. Where a student has been deemed competent in one or more individual units, the student will be issued a Statement of Attainment (SOA) for the completed units.

SENIOR SUBJECT GUIDE 2026

INDUSTRY PLACEMENT OR STRUCTURED WORK PLACEMENT

Some VET courses require students to undertake work placements in order to complete their qualification. This is a mandatory requirement and students enrolling in these courses need to be aware of this and able to maintain this commitment.

Industry Placement or Structured Work Placement allows students to gain invaluable knowledge and skills through ongoing involvement with industries of their choice. Students participate in an Industry Placement where they apply the skills they have learnt in their VET courses whilst at school.

Many of our students have attained excellent reports from the industry placements that they have attended. It is important to understand that Industry Placement is NOT a guarantee of employment or apprenticeship, but a steppingstone to providing support to those students involved in the process. Some students have gained part-time work while others have been offered apprenticeships at the completion of their schooling.

ASSESSMENT

The assessment conducted in VET subjects involves competency-based assessment, i.e. students must demonstrate that they are competent at a particular task before they are awarded each competency. These courses also allow for the recognition of skills and knowledge that students have previously acquired through formal training/education, work experience or life experience—this is known as Recognition of Prior Learning (RPL). Vocational Education and Training provide students with another pathway into the career of their choice.

TAFE AT SCHOOL PROGRAM

Year 11 and 12 students are eligible to participate in a TAFE at School program. Students can choose to study from more than 50 certificate level vocational education and training (VET) courses. A TAFE at School certificate can be achieved in conjunction with your senior studies and counts towards your Queensland Certificate of Education (QCE).

Students must have met College academic and SOLE expectations in Year 10 to be supported with their enrolment into TAFE at school. TAFE at school courses also require the successful completion of Year 10 English and Mathematics.

Courses available include Animal Studies and Horticulture, Applied Science, Automotive, Beauty and Hairdressing, Building and Construction, Business and Justice Studies, Community Services, Early Childhood Education and Care, Electrotechnology, Engineering, Fashion, Health Services, Hospitality and Cookery, Information Technology, Media and Digital Design, Music and Sound Production, Rail Infrastructure, Retail, Sport and Recreation, Tourism and Events and Visual Arts. Visit <https://tafeqld.edu.au/courses/ways-to-study/tafe-at-school> for the latest handbook.

Costs vary from course to course. Please check the website for the most up-to-date prices

SENIOR SUBJECT GUIDE 2026

SCHOOL-BASED APPRENTICESHIPS OR TRAINEESHIPS (SATs)

School Based Apprenticeships and Traineeships (SATs) are arranged through the school. Becoming a school-based apprentice or trainee gives you skills in a vocation or trade and allows you to earn money while you're still at school. A school-based apprenticeship or traineeship also contributes credits towards your Queensland Certificate of Education (QCE) with successful completion of all competencies.

After selecting the industry you are interested in and talking with your school and parents, your next step is to secure employment as an apprentice or trainee. An employer can be found through family and friends, by directly contacting employers and group training organisations, or by applying for advertised jobs. Once you have secured an apprenticeship or traineeship, have a conversation with them about making it a traineeship.

Students are generally work-trained off campus, at a work site, and receive external instruction from a separate provider as well. This is often one day a week. This is a formal indentured process with agreement needed between all parties: parents, employer, registered training provider and the College.

School-based apprentices and trainees do not pay fees for training, however you may need to pay some costs for tools and compulsory personal protective equipment. When you become a full-time Apprentice or Trainee after completing Year 12, you may be eligible for fee-free training for the remainder of your apprenticeship. Students must have met College academic and SOLE expectations in Year 10 to be supported with their enrolment into TAFE at school. TAFE at school courses also require the successful completion of Year 10 English and Mathematics. For more information about school-based apprenticeships or traineeships speak to the College Pathways Program Leader.

SENIOR SUBJECT GUIDE 2026

SENIOR SUBJECT CURRICULUM

Year 11 and 12 Subject options for 2026-2027 (Subjects will run according to demand and availability)	
General Subjects (ATAR) Prerequisite Minimum B- Grade	Nationally Recognised Vocational Education
Biology Business Chemistry Design Drama English General Mathematics Health Mathematical Methods Physics Study of Religion <i>Note: General subject offerings may be different based on student selections.</i> External SEE Language subjects (Native speakers to complete in Year 12 only)	Delivered at St Francis College • Cert I in Construction • Cert II in Hospitality • Cert II/III in Health Support Services TAFE at School Program (see separate TAFE handbook) • Enrolment into TAFE at School courses is subject to eligibility requirements. Talk to your VET coordinator or visit the TAFE website for more information. • https://tafeqld.edu.au/courses/ways-to-study/tafe-at-school
Applied Subjects	
Essential English Essential Mathematics Business Studies Drama in Practice Information & Communication Technology Media Arts in Practice Music in Practice Religion & Ethics Visual Arts in Practice	

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

- Best **five General** subject results;
- Best results in a combination of **four General** subject **plus one** Applied subject or a Certificate III or higher.

This subject is offered as required and not a subject selection. It is used to support students who may need additional assistance to access the requirements of other subjects.

SENIOR SUBJECT GUIDE 2026

STRUCTURE AND ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context based on the assessment instruments students will complete in Units 3 and 4.

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

Unit 1	Unit 2	Unit 3	Unit 4
Year 11 Term 1 – 2	Year 11 Term 2 – 3	Year 11 – Year 12 Term 4 – Term 1	Year 12 Term 2 – 3
Perspectives and texts • Texts in contexts • Language and textual analysis • Responding to and creating texts	Texts and culture • Texts in contexts • Language and textual analysis • Responding to and creating texts	Textual connections Conversations about issues in texts • Conversations about concepts in texts.	Close study of literary texts • Creative responses to literary texts • Critical responses to literary texts
Formative Assessment (FA) FA1: Spoken persuasive FA2: Written response	Formative Assessment (FA) FA3: Examination (extended response) FA4: Examination (extended response)	Summative Assessment (IA) Summative internal assessment 1 (IA1): Spoken persuasive response 25% Summative internal assessment 2 (IA2): Written response for a public audience 25%	Summative Assessment (IA & EA) Summative internal assessment 3 (IA3): Examination — extended response 25% Summative external assessment (EA): Examination — extended response 25%

VOCATIONAL EDUCATION AND TRAINING

VET subjects delivered at St Francis College:

- Certificate I in Construction/Certificate II in Construction Pathways
- Certificate II in Hospitality
- Certificate II in Health Support Services/Certificate III in Health Services Assistance
- *Additional certificate and diploma options are available in consultation with the Pathways office through the TAFE at Schools Program or another RTO.*

SENIOR SUBJECT GUIDE 2026

BIOLOGY – GENERAL

Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

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

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

PATHWAYS

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

OBJECTIVES

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

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

SENIOR SUBJECT GUIDE 2026

BIOLOGY – GENERAL

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms - Cells as the basis of life - Multicellular organisms	Maintaining the internal environment - Homeostasis - Infectious diseases	Biodiversity and the interconnectedness of life - Describing biodiversity - Ecosystem dynamics	Heredity and continuity of life - DNA, genes and the continuity of life - Continuity of life on Earth

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

SENIOR SUBJECT GUIDE 2026

BUSINESS – GENERAL

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

SENIOR SUBJECT GUIDE 2026

BUSINESS – GENERAL

STRUCTURE

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

SENIOR SUBJECT GUIDE 2026

CHEMISTRY – GENERAL

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

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

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

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

PATHWAYS

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

OBJECTIVES

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

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

SENIOR SUBJECT GUIDE 2026

CHEMISTRY – 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

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

SENIOR SUBJECT GUIDE 2026

DESIGN – GENERAL

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

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

PATHWAYS

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

OBJECTIVES

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

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

SENIOR SUBJECT GUIDE 2026

DESIGN – GENERAL

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice • Experiencing design • Design process • Design styles	Commercial design • Explore — client needs and wants • Develop — collaborative design	Human-centred design • Designing with empathy	Sustainable design • Explore — sustainable design opportunities • Develop — redesign

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

SENIOR SUBJECT GUIDE 2026

DRAMA – GENERAL

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

SENIOR SUBJECT GUIDE 2026

DRAMA – GENERAL

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms	Reflect How is drama shaped to reflect lived experience? • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts	Challenge How can we use drama to challenge our understanding of humanity? • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts	Transform How can you transform dramatic practice? • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

SENIOR SUBJECT GUIDE 2026

ENGLISH – GENERAL

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

SENIOR SUBJECT GUIDE 2026

ENGLISH – GENERAL

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts - Examining and creating perspectives in texts - Responding to a variety of non-literary and literary texts - Creating responses for public audiences and persuasive texts	Texts and culture - Examining and shaping representations of culture in texts - Responding to literary and non-literary texts, including a focus on Australian texts - Creating imaginative and analytical texts	Textual connections - Exploring connections between texts - Examining different perspectives of the same issue in texts and shaping own perspectives - Creating responses for public audiences and persuasive texts	Close study of literary texts - Engaging with literary texts from diverse times and places - Responding to literary texts creatively and critically - Creating imaginative and analytical texts

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
Extended response — written response for a public audience		Extended response — imaginative written response	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
Extended response — persuasive spoken response		Examination — analytical written response	

SENIOR SUBJECT GUIDE 2026

GENERAL MATHEMATICS – GENERAL

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

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

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

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

PATHWAYS

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

OBJECTIVES

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

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

SENIOR SUBJECT GUIDE 2026

GENERAL MATHEMATICS – GENERAL

STRUCTURE

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

SENIOR SUBJECT GUIDE 2026

MATHEMATICAL METHODS – GENERAL

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

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

PATHWAYS

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

OBJECTIVES

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

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

SENIOR SUBJECT GUIDE 2026

MATHEMATICAL METHODS – GENERAL

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions - Arithmetic and geometric sequences and series 1 - Functions and graphs - Counting and probability - Exponential functions 1 - Arithmetic and geometric sequences	Calculus and further functions - Exponential functions 2 - The logarithmic function 1 - Trigonometric functions 1 - Introduction to differential calculus - Further differentiation and applications 1 - Discrete random variables 1	Further calculus - The logarithmic function 2 - Further differentiation and applications 2 - Integrals	Further functions and statistics - Further differentiation and applications 3 - Trigonometric functions 2 - Discrete random variables 2 - Continuous random variables and the normal distribution - Interval estimates for proportions

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

SENIOR SUBJECT GUIDE 2026

MUSIC – GENERAL

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

SENIOR SUBJECT GUIDE 2026

MUSIC – GENERAL

STRUCTURE

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

SENIOR SUBJECT GUIDE 2026

PHYSICS – GENERAL (FISHER ONE ONLINE)

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

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

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

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

PATHWAYS

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

OBJECTIVES

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

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

SENIOR SUBJECT GUIDE 2026

PHYSICS – GENERAL (FISHER ONE ONLINE)

STRUCTURE

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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			

SENIOR SUBJECT GUIDE 2026

STUDY OF RELIGION – GENERAL

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

SENIOR SUBJECT GUIDE 2026

STUDY OF RELIGION – GENERAL

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Sacred texts and religious writings • Sacred texts • Abrahamic traditions	Religion and ritual • Lifecycle rituals • Calendrical rituals	Religious ethics • Social ethics • Ethical relationships	Religion, rights and the nation-state • Religion and the nation-state • Religion and human rights

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

SENIOR SUBJECT GUIDE 2026

VISUAL ART – GENERAL

Visual Art 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. Visual Art equips students for a future of unimagined possibilities as they develop highly transferable communication skills and the capacity for global thinking.

Visual Art encourages students to reflect on and appreciate multiple perspectives and philosophies, and to confidently and creatively contribute and engage in all facets of society to sustain our diverse Australian culture.

PATHWAYS

Tertiary studies, vocational education or work experience in the area of visual arts can lead to and benefit careers in diverse fields such as:

- Advertising, e.g. art director, brand specialist, content marketer, photographer, graphic artist;
- Arts administration and management, e.g. art project manager, agent, events and festivals manager;
- Communication, e.g. writer, communication strategist, journalist, sign writer, art editor, blogger/vlogger, web content producer;
- Creative industries, e.g. visual artist, illustrator, photographer, screenwriter;
- Design, e.g. architect, fashion designer, environmental designer, fashion marketer, graphic designer, industrial designer, interior designer, stage designer, textiles designer;
- Education, e.g. specialist classroom teacher, lecturer, private teacher;
- Galleries and museums, e.g. curator, registrar, exhibition designer, director, public programs officer, conservator;
- Film and television, e.g. animator, storyboard artist, post-production specialist, art director, production buyer, concept artist, costume designer, camera operator, Foley editor, producer;
- Public relations, e.g. campaign manager, publicist, creative director;
- Science and technology, e.g. visual translator, medical illustrator, computer game developer/programmer, digital communication specialist, digital content producer, multimedia designer, web designer, computer graphics modeler, forensic photographer.

SENIOR SUBJECT GUIDE 2026

VISUAL ART – GENERAL

OBJECTIVES

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

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

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens	Art as code	Art as knowledge	Art as alternate

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

SENIOR SUBJECT GUIDE 2026

SENIOR EXTERNAL EXAMINATION LANGUAGES – GENERAL

The following languages are offered through Senior External Examination (SEE) syllabuses:

- Arabic

ASSESSMENT

All assessments in these syllabuses will be based on the learning across both Units 3 and 4 and will be conducted through external examination.

SENIOR SUBJECT GUIDE 2026

ESSENTIAL ENGLISH – APPLIED

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

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

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

PATHWAYS

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

OBJECTIVES

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

- Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations;
- Use appropriate roles and relationships with audiences;
- Construct and explain representations of identities, places, events and concepts;
- Make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning;
- Explain how language features and text structures shape meaning and invite particular responses;
- Select and use subject matter to support perspectives;
- Sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts;
- Make mode-appropriate language choices according to register informed by purpose, audience and context;
- Use language features to achieve particular purposes across modes.

SENIOR SUBJECT GUIDE 2026

ESSENTIAL ENGLISH – APPLIED

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Language that works - Responding to a variety of texts used in and developed for a work context - Creating multimodal and written texts	Texts and human experiences - Responding to reflective and nonfiction texts that explore human experiences - Creating spoken and written texts	Language that influences - Creating and shaping perspectives on community, local and global issues in texts - Responding to texts that seek to influence audiences	Representations and popular culture texts - Responding to popular culture texts - Creating representations of Australian identifies, places, events and concepts

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Extended response — spoken/signed response	Summative internal assessment 3 (IA3): Extended response — Multimodal response
Summative internal assessment 2 (IA2): Common internal assessment (CIA)	Summative internal assessment (IA4): Extended response — Written response

SENIOR SUBJECT GUIDE 2026

ESSENTIAL MATHEMATICS – APPLIED

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance.

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

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

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

PATHWAYS

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

OBJECTIVES

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

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

SENIOR SUBJECT GUIDE 2026

ESSENTIAL MATHEMATICS – APPLIED

STRUCTURE

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 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

SENIOR SUBJECT GUIDE 2026

BUSINESS STUDIES – APPLIED

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

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

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

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:

- Describe concepts and ideas related to business functions;
- Explain concepts and ideas related to business functions;
- Demonstrate processes, procedures and skills related to business functions to complete tasks;
- Analyse business information related to business functions and contexts;
- Apply knowledge, understanding and skills related to business functions and contexts;
- Use language conventions and features to communicate ideas and information;
- Make and justify decisions for business solutions and outcomes;
- Plan and organise business solutions and outcomes;
- Evaluate business decisions, solutions and outcomes.

SENIOR SUBJECT GUIDE 2026

BUSINESS STUDIES – APPLIED

STRUCTURE

The Business Studies course is designed around core and elective topics. The elective learning occurs through business contexts.

Core topics	Elective topics	
- Business practices, consisting of Business fundamentals, Financial literacy, Business communication and Business technology - Business functions, consisting of Working in administration, Working in finance, Working with customers and Working in marketing	- Entertainment - Events management - Financial services - Health and well-being - Insurance - Legal - Media - Mining	- Not-for-profit - Real estate - Retail - Rural - Sports management - Technical, e.g. manufacturing, construction, engineering - Tourism - Travel

ASSESSMENT

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

- At least one project;
- No more than two assessment instruments from any one technique.

Project	Extended response	Examination
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: - written: 500–900 words - spoken: 2½–3½ minutes - multimodal: 3–6 minutes - performance: continuous class time - product: continuous class time.	Presented in one of the following modes: - written: 600–1000 words - spoken: 3–4 minutes - multimodal: 4–7 minutes.	60–90 minutes 50–250 words per item on the test

SENIOR SUBJECT GUIDE 2026

DRAMA IN PRACTICE – APPLIED

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings. Students participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience. Students learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner.

PATHWAYS

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions.

OBJECTIVES

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

- Identify and explain dramatic principles and practices;
- Interpret and explain dramatic works and dramatic meanings;
- Demonstrate dramatic principles and practices;
- Apply dramatic principles and practices when engaging in drama activities and/or with dramatic works;
- Analyse the use of dramatic principles and practices to communicate meaning for a purpose;
- Use language conventions and features and terminology to communicate ideas and information about drama, according to purposes;
- Plan and modify dramatic works using dramatic principles and practices to achieve purposes;
- Create dramatic works that convey meaning to audiences;
- Evaluate the application of dramatic principles and practices to drama activities or dramatic works.

STRUCTURE

The Drama in Practice course is designed around core and elective topics.

Core	Electives	
• Dramatic principles • Dramatic practices	• Acting (stage and screen) • Career pathways (including arts entrepreneurship) • Community theatre • Contemporary theatre • Directing • Playbuilding	• Scriptwriting • Technical design and production • The theatre industry • Theatre through the ages • World theatre

SENIOR SUBJECT GUIDE 2026

DRAMA IN PRACTICE – APPLIED

ASSESSMENT

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

- At least one project, arising from community connections;
- At least one performance (acting), separate to an assessable component of a project.

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance onstage (stage acting) – 2–4 minutes: individual – 1½–3 minutes: group • performance onstage (screen acting) – 2–3 minutes: individual – 1½–2 ½ minutes: group • performance offstage (directing, designing) – 4–6 minutes: individual (excluding actors delivering text) • workshop performance (other): variable conditions • product: variable conditions.	• acting performance (stage) – 3–5 minutes: individual – 2–4 minutes: group • acting performance (screen) – 2½–3½ minutes: individual – 2–3 minutes: group • directing performance – 5–7 minutes: individual (excluding actors delivering text)	• variable conditions	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

SENIOR SUBJECT GUIDE 2026

INFORMATION AND COMMUNICATION TECHNOLOGY – APPLIED

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

SENIOR SUBJECT GUIDE 2026

INFORMATION AND COMMUNICATION TECHNOLOGY – APPLIED

STRUCTURE

The Information and Communication Technology course is designed around:

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

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

ASSESSMENT

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

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

Project	Extended response
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.

SENIOR SUBJECT GUIDE 2026

MUSIC IN PRACTICE – APPLIED

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists. Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music. Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician.

PATHWAYS

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

OBJECTIVES

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

- Identify and explain music principles and practices;
- Interpret music principles and practices;
- Demonstrate music principles and practices;
- Apply technical and expressive skills to performance and production of music works;
- Analyse the use of music principles and practices in their own and others' music works;
- Use language conventions and features to communicate ideas and information about music, according to context and purpose;
- Plan and modify music works using music principles and practices to achieve purposes;
- Create music works to communicate music ideas to audiences;
- Evaluate the application of music principles and practices to music works and music activities.

SENIOR SUBJECT GUIDE 2026

MUSIC IN PRACTICE – APPLIED

STRUCTURE

The Music in Practice course is designed around core and elective topics.

Core	Electives
• Music principles • Music practices	• Community music • Contemporary music • Live production and performance • Music for film, TV and video games • Music in advertising • The music industry • Music technology and production • Performance craft • Practical music skills • Song writing • World music

ASSESSMENT

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

- At least two projects, with at least one project arising from community connections;
- At least one performance, separate to an assessable component of a project;
- At least one product (composition), separate to an assessable component of a project.

Project	Performance	Product (Composition)	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the application of skills to create music.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: variable conditions • product: variable	• music performance: minimum of two minutes total performance time • production performance: variable conditions.	• manipulating existing sounds: minimum of two minutes • arranging and creating: minimum of 32 bars or 60 seconds.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

SENIOR SUBJECT GUIDE 2026

RELIGION AND ETHICS – APPLIED

Religion and Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society.

Students investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual and ethical traditions. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.

Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live.

PATHWAYS

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

OBJECTIVES

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

- Recognise and describe concepts, ideas and terminology about religion, beliefs and ethics;
- Identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society;
- Explain viewpoints and practices related to religion, beliefs and ethics;
- Organise information and material related to religion, beliefs and ethics;
- Analyse perspectives, viewpoints and practices related to religion, beliefs and ethics;
- Apply concepts and ideas to make decisions about inquiries;
- Use language conventions and features to communicate ideas and information, according to purposes;
- Plan and undertake inquiries about religion, beliefs and ethics;
- Communicate the outcomes of inquiries to suit audiences;
- Appraise inquiry processes and the outcomes of inquiries.

SENIOR SUBJECT GUIDE 2026

RELIGION AND ETHICS – APPLIED

STRUCTURE

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

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

ASSESSMENT

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

- One project or investigation;
- One examination;
- No more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 60–90 minutes • 50–250 words per item on the test.

SENIOR SUBJECT GUIDE 2026

SPORT AND RECREATION – APPLIED

Sport and Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities.

In Sport and Recreation, students are involved in communicating ideas and information in, about and through sport and recreation activities. These activities will be the medium through which students examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Sport and recreation involves students working individually, in groups and in teams. Students will be involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant.

PATHWAYS

A course of study in Sport and 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

Through the study of Sport and Recreation students will examine:

- The relevance of sport and active recreation in Australian culture;
- The contribution sport and active recreation makes to employment growth, health and wellbeing;
- Factors that influence participation in sport and active recreation;
- How physical skills can enhance participation and performance in sport and active recreation activities;
- How interpersonal skills support effective interaction with others;
- The promotion of safety in sport and active recreation activities;
- Technology in sport and active recreation activities;
- How the sport and recreation industry contributes to individual and community outcomes.

SENIOR SUBJECT GUIDE 2026

SPORT AND RECREATION – APPLIED

STRUCTURE

Core	Electives
• Sport and recreation in the community • Sport, recreation and healthy living • Health and safety in sport and recreation activities • Personal and interpersonal skills in sport and recreation activities	Physical activities over the course of study in the following areas: • Active play and minor games • Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement activities

ASSESSMENT

Students will complete the following assessments:

- Project;
- Investigation;
- Extended response;
- Performance;
- Examination.

SENIOR SUBJECT GUIDE 2026

SCIENCE IN PRACTICE – APPLIED

Science in Practice enables students to ask increasingly sophisticated questions about new ideas and information. This subject is practical, with experiments and hands-on investigations at its heart. Practical activities engage students, producing excitement and curiosity.

Science in Practice encourages inquiry and a respect for evidence and reasoning. It develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

The core of Science in Practice focuses on ‘Scientific literacy and working scientifically’, ‘Workplace health and safety’, and ‘Communication and self-management’. Learning experiences within modules of work are interdisciplinary, including aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science and Physics.

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 and explain scientific facts, concepts and phenomena in a range of situations;
- Describe and explain scientific skills, techniques, methods and risks;
- Analyse data, situations and relationships;
- Apply scientific knowledge, understanding and skills to generate solutions;
- Communicate using scientific terminology, diagrams, conventions and symbols;
- Plan scientific activities and investigations;
- Evaluate reliability and validity of plans and procedures, and data and information;
- Draw conclusions, and make decisions and recommendations using scientific evidence.

SENIOR SUBJECT GUIDE 2026

SCIENCE IN PRACTICE – APPLIED

STRUCTURE

Core topics	Elective topics
• Scientific literacy and working scientifically • Workplace health and safety • Communication and self-management	• Science for the workplace • Resources, energy and sustainability • Health and lifestyles • Environments • Discovery and change

ASSESSMENT

Students will complete four assessments from the following, including no more than two from any one technique:

- Project;
- Investigation;
- Collection of work;
- Extended response;
- Examination.

SENIOR SUBJECT GUIDE 2026

TOURISM – APPLIED

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

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

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

PATHWAYS

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

OBJECTIVES

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

- Recall terminology associated with tourism and the tourism industry;
- Describe and explain tourism concepts and information;
- Identify and explain tourism issues or opportunities;
- Analyse tourism issues and opportunities;
- Apply tourism concepts and information from a local, national and global perspective;
- Communicate meaning and information using language conventions and features relevant to tourism contexts;
- Generate plans based on consumer and industry needs;
- Evaluate concepts and information within tourism and the tourism industry;
- Draw conclusions and make recommendations.

SENIOR SUBJECT GUIDE 2026

TOURISM – APPLIED

STRUCTURE

The Tourism course is designed around interrelated core topics and electives.

Core topics	Elective topics
• Tourism as an industry • The travel experience • Sustainable tourism	• Technology and tourism • Forms of tourism • Tourist destinations and attractions • Tourism marketing • Types of tourism • Tourism client groups

ASSESSMENT

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

- One project;
- One examination;
- No more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: continuous class time • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	• 60–90 minutes • 50–250 words per item.

SENIOR SUBJECT GUIDE 2026

VISUAL ARTS IN PRACTICE – APPLIED

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

The Visual Arts in Practice course is designed around core and elective topics.

Core	Electives
• Visual mediums, technologies, techniques • Visual literacies and contexts • Artwork realisation	• 2D • 3D • Digital and 4D • Design • Craft

SENIOR SUBJECT GUIDE 2026

VISUAL ARTS IN PRACTICE – APPLIED

ASSESSMENT

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

- At least two projects, with at least one project arising from community connections;
- At least one product (composition), separate to an assessable component of a project.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of identified skills to the production of artworks.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
A project consists of: • a product component: variable conditions • at least one different component from the following – written: 500–900 words – spoken: 2½–3½ minutes – multimodal ▪ non-presentation: 8 A4 pages max (or equivalent) ▪ presentation: 3–6 minutes.	• variable conditions.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

CPC20220 Certificate II in Construction Pathways

Registered training organisation (RTO):

Blue Dog Training (RTO Code: 31193)

www.bluedogtraining.com.au

07 3331 6004

QCE Credits: 4 Core Credits

Description

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

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

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

Application

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

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

Eligibility - Cost

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

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

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

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

For information on the refund policy, visit:

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

Training and Assessment Delivery

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

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

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

CPC20220 Certificate II in Construction Pathways

Core

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

Elective

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

Notes:

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

SIT20322 Certificate II Hospitality



VET in Schools SIT20322 Certificate II in Hospitality



Outline

A total of 12 units are required for this qualification.

Core Units

- SITHIND006 Source and use information on the hospitality industry
- SITHIND007 Use hospitality skills effectively
- SITXCCS011 Interact with customers
- SITXCOM007 Show social and cultural sensitivity
- SITXWHS005 Participate in safe work practices
- BSBTKW201 Work effectively with others

Elective Units

- SITHGAM022 Provide responsible gambling services
- SITHFAB021 Provide responsible service of alcohol
- SITHFAB024 Prepare and serve non-alcoholic beverages
- SITHFAB025 Prepare and serve espresso coffee
- SITHCOO024 Prepare and present simple dishes
- SITXFSA005 Use hygienic practices for food safety

Skill Set details:

<https://training.gov.au/TrainingDetails/SIT20322>

Blueprint Career Development has a long history of working with Queensland schools. We understand the complexities and unique needs of both students and teachers.

Delivery and assessment

- Student assessment marked by qualified Blueprint Career Development Assessors
- Qualified industry trainers come to your school on days to suit you
- Delivery plans provided, including templates and resources

Compliance and reporting

- Assessment validations and moderation conducted by Blueprint Career Development
- Resulting and reporting performed by Blueprint Career Development



Cost and Funding

No fees are applicable for this course for eligible students undertaking VETIS training in a school environment.
Fee for service cost is \$1260.



Step into your future

CONTACT US

07 3806 1543

student.support@blueprintcd.com.au

www.blueprintcd.com.au

Blueprint Career
Development
RTO # 30978

SENIOR SUBJECT GUIDE 2026



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Strategix

RTO #31418

HLT23221 — Certificate II in
HEALTH SUPPORT SERVICES

Study Mode

School
Based

% Employed

55%[^]

Average Pay

\$1,099[^]
weekly

Career Opportunities

Health Services Cleaner
Hospital Food Assistant
Hospital General Hand
Hospital Laundry Worker
Ward Hand

[^] data sourced from www.joboutlook.gov.au
and www.myskills.gov.au (2021)

OVERVIEW

The Strategix Certificate II in Health Support Services is an informative and practical course with topics relevant to the current health care industry including; Individual needs planning & health and well-being strategies.

Our trainers are industry professionals who will help you learn the skills and gain knowledge that will prepare you for a career in the health sector.

The demand for workers in the health industry is increasing. Employers from small and large organisations are seeking individuals with the relevant qualifications, skills and a passion to help and care for others. These attributes are all vital for a career in the health sector.

VETiS Funding Eligibility:

- Must be currently enrolled in school
- Must be an Australian citizen or a permanent resident living in QLD
- Aged 15 years of age or older
- Have not completed a qualification under VETiS funding
- Other eligibility conditions may apply (contact us for more details)
- Funded by the Queensland Government

UNITS

- BSBOPS203 Deliver a service to customers
- CHCCOM001 Provide first point of contact
- CHCCOM005 Communicate and work in Health or Community Services
- CHCDIV001 Work with diverse people
- BSBOPS101 Use business resources
- BSBPEF202 Plan and apply time management
- HLTWHS001 Participate in workplace health and safety
- HLTINF006 Apply basic principles and practices of infection prevention and control
- CHCCCS020 Respond effectively to behaviours of concern
- CHCCCS026 Transport individuals
- HLTFS001 Follow basic food safety practices
- CHCCS012 Prepare and maintain beds

Add a Qualification onto your VETiS course:

- CHC32015
Certificate III in Community Services
(additional 9 units)
- HLT33115
Certificate III in Health Services Assistance
(additional 8 units)

ENQUIRIES@STRATEGIX.EDU.AU

Ph 1300 872 464

1300 TRAINING
www.strategix.edu.au

SENIOR SUBJECT GUIDE 2026



**HLT33115 — Certificate III in
HEALTH SERVICES ASSISTANCE**

RTO #31418

Study Mode  School Based	% Employed  57%^	Average Pay  \$1,279[^] weekly	Career Opportunities - Hospital Attendant - Nursing Assistant - Operating Theatre Technician - Patient Care Assistant - Patient Services Assistant - Ward Assistant
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[^] data sourced from www.joboutlook.gov.au and www.myskills.gov.au (2023)

OVERVIEW

The Strategix Certificate III in Health Services Assistance is an informative and practical course with topics relevant to the current Health Sector. This is a broad qualification that will prepare you to work in a range of health services roles from hospital attendance, nursing assistant to assisting with nursing work in an acute care environment. It prepares you for working within the Australian Health System, transporting and assisting patients in acute care, as well as first aid.

Our trainers are industry professionals and will help you learn the skills and gain knowledge that will prepare you for a job in the health sector.

With the qualifications you gain through Strategix, you will have the edge to get the job you want.

UNITS

- CHCCOM005 Communicate and work in health or community services
- CHCDIV001 Work with diverse people
- HLTINF006 Apply basic principles and practices of infection prevention and control
- HLTWHS001 Participate in workplace health and safety
- CHCCCS020 Respond effectively to behaviours of concern
- CHCCCS026 Transport individuals
- CHCCOM001 Provide first point of contact
- BSBWOR301 Organise personal work priorities and development
- HLTAAP001 Recognise healthy body systems
- CHCMHS001 Work with people with mental health issues
- CHCCCS009 Facilitate responsible behaviour
- BSBMED303 Maintain patient records
- HLTAID011 Provide first aid
- CHCCCS002 Assist with movement
- BSBMED301 Interpret and apply medical terminology appropriately

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