

Redcliffe State High School

2027 – Year 11 Subject Guide



Contents

Subject Selection and SET Planning	4
Purpose of the SET Planning	4
The SET Planning Process	4
Redcliffe SHS Senior Pathway Options	6
University Ready Pathway (Highly Academic Pathway)	6
Flexible Futures Pathway (Academic and Vocational Blend)	6
Work Ready Pathway (Vocational Pathway)	6
Senior School Subject Organisation	6
General Subjects	6
Applied Subjects	7
Certificate Qualifications	7
School-based Apprenticeships and Traineeships (SATs)	7
Senior Education Profile	7
Queensland Certificate of Education (QCE)	8
Australian Tertiary Admission Rank (ATAR) eligibility	8
QTAC Subject Scaling	8
What is QTAC Subject Scaling?	9
Subjects offered at RSHS	11
Compulsory Subjects	13
English (General subject)	13
Literature (General subject)	14
Essential English (Applied-Essential subject)	16
General Mathematics (General subject)	17
Mathematical Methods (General subject)	19
Essential Mathematics (Applied-Essential subject)	20
Electives - General subjects	22
Accounting	23
Ancient History	24
Biology	25
Business	27
Chemistry	28
Film, Television and New Media	29
Geography	31
Japanese	32
Legal Studies	34
Music	35
Physical Education	36
Physics	38
Psychology	39

Specialist Mathematics	41
Visual Art	42
Electives – Extension Subjects	45
Music Extension (Composition)	45
Music Extension (Performance)	46
Electives - Applied Subjects	47
Drama in Practice	48
Early Childhood Studies	50
Furnishing Skills	51
Media Arts in Practice	53
Music in Practice	54
Social and Community Studies	56
Sport and Recreation	59
Sport and Recreation (Rugby League Excellence)	61
Tourism	61
Visual Arts in Practice	63
Electives - Certificate Based Subjects	66
Certificate III in Business	66
Certificate II in Constructions Pathways	67
Certificate II in Engineering Pathways	69
Certificate III in Fitness	71
Certificate III in Food Processing	73
Certificate III in Health Services Assistance	76
Certificate III in Hospitality	78
Certificate II in Sampling and Measurement	80
Certificate III in Sport, Aquatics and Recreation	83
Instrumental Music	86
School-Based Apprenticeships and Traineeships	86
TAFE in Schools	87
Glossary of Terms	88
Appendices	90
1: Binnacle Training: Certificate III in Business	90
2: Binnacle Training: Certificate III in Fitness	92
3: Connect 'n' Grow: Certificate III in Health Services Assistance	94
4: Binnacle Training: Certification III in Sport, Aquatics and Recreation	95

Subject Selection and SET Planning

Subject selection at Redcliffe State High School is a critical process designed to ensure students are well-prepared for their senior secondary education and future career pathways. This process helps students, in collaboration with their parents and school staff, to develop a Senior Education and Training (SET) plan by the end of Year 10. The purpose of this introductory section is to outline the overall goals and steps involved in the Subject Selection and SET Planning process. The SET plan is a vital part of the school's career education program, mapping out a strategy to ensure students remain on track for success in their senior years, post-school education, and work.

Purpose of the SET Planning

The SET plan is designed to:

- Ensure students identify and achieve their intended learning options during the compulsory participation phase.
- Support students in acquiring the necessary knowledge and skills to develop, review, and revise their SET plan throughout Years 11 and 12.
- Provide a structured framework that aligns student learning opportunities with their career aspirations and educational goals.

The SET Planning Process

The SET planning process at Redcliffe State High School involves several key activities and timelines to ensure thorough preparation and involvement from all stakeholders.

Term 2 Activities:

1. **Introduction to SET Planning Presentation**
Students are introduced to the concept and importance of SET planning.
2. **QCE and ATAR Session Presentations**
Information sessions are held to explain the Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank (ATAR).
3. **Vocational Pathways Presentations**
Information sessions to explain Vocational Education and Training (VET) at school including alternative pathways of TAFE and School-based Apprenticeships and Traineeships (SAT's).
4. **Consultations with the Industry Liaison Officer (ILO)**
Students are encouraged to discuss TAFE at School and School-Based Apprenticeship and Traineeship options.
5. **University Prerequisites and Alternative Pathways**
Information on university requirements and alternative pathways is provided to students by the end of Term 2.
6. **Faculty Head of Department (HOD) Presentations**
Each faculty presents the different subject offerings to the students.
7. **Career Information Sessions**
Students participate in sessions and update their SET plan in OneSchool during Respect classes.
8. **Work Experience**
Students have one week of work experience at a workplace of their choice. Work experience occurs in the last week of Term 2. This gives students an opportunity to explore areas of interest to them out in the workforce.
9. **Careers Expo**
A late Term 2 event featuring over 30 exhibitors who can further assist with pathway decisions.

Term 3 Activities:**1. Finalising SET Plans**

Students work on finalising their SET plans in Respect classes.

2. SET Planning Meetings

Individual meetings are conducted with students and their parents/guardians to finalise the SET plans and subject selections.

Roles and Responsibilities**School Staff:**

- Develop the SET planning process and meaningful career education experiences in consultation with staff.
- Serve as the primary contact for SET planning communications between the school, parents, and students.
- Facilitate the delivery of career education activities and support every student in creating a SET plan by the end of Year 10.
- Review and refine the SET planning process and career education activities to address any issues and improve future processes.

Students:

- Engage in career education activities to inform the development of their SET plan.
- Collaborate with the school and their parents to create a comprehensive SET plan.
- Take ownership of their SET plan by reviewing and revising it as needed during Years 11 and 12.

Parents:

- Participate in SET planning activities and work with their child and the school to identify a suitable senior secondary pathway.
- Support their child in reviewing and updating the SET plan as necessary.

The SET planning process at Redcliffe State High School is designed to be comprehensive and collaborative, ensuring that all students have a clear and achievable pathway through their senior secondary education and beyond. By involving students, parents, and school staff, the process aims to provide the necessary support and guidance to help every student succeed in their future endeavours.

Redcliffe SHS Senior Pathway Options

Our goal, for all students, is for them to exit Redcliffe SHS with dignity and choice. We work towards each student achieving their Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA) at, or before, graduating high school. Students can achieve this as part of their journey on several pathway options.

University Ready Pathway (Highly Academic Pathway)

This pathway is designed for students aiming for competitive university courses. Students in this pathway usually study five or six General subjects and aim to achieve the strongest possible ATAR. Strong literacy, numeracy and independent study habits are important for success if pursuing this pathway option.

Flexible Futures Pathway (Academic and Vocational Blend)

This pathway combines General subjects with Applied subjects or Certificate III qualifications. Students study 4 General subjects plus either 1 Applied subject and/or 1 completed Certificate III qualification.

As students are ATAR eligible, this pathway can lead to university while also building practical and vocational skills. It suits students wanting to keep multiple options open after school.

Work Ready Pathway (Vocational Pathway)

This pathway focuses mainly on Applied subjects and Vocational Education and Training (VET) qualifications. It is ideal for students planning pathways into TAFE, apprenticeships, traineeships or direct employment after school. Students on this pathway are not eligible for an ATAR. Students still work toward achieving their QCE, while developing strong practical and workplace skills.

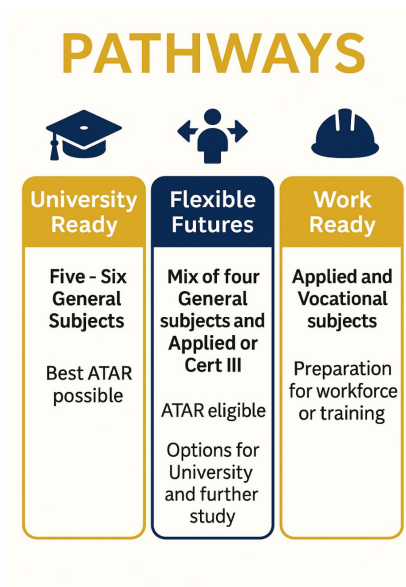
Senior School Subject Organisation

All students must study

- At least 5 subjects in each semester of Years 11 and 12
- Of these, three subjects must be studied continuously for 4 semesters to meet “completed core” requirements of the QCE
- Students must meet the Literacy & Numeracy requirements for the QCE
- Year 12 subjects must be studied continuously for 2 semesters. Students are not permitted to change subjects in Year 12

General Subjects

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. These subjects all have an External Examination at the end of Year 12. Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General courses.



Applied Subjects

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

Certificate Qualifications

Certificate based subjects are courses which enable students to undertake and gain a nationally recognised qualification while at school. These courses are either developed and delivered by the school or developed by external Registered Training Organisations (RTO's) and delivered at school. For some external RTO courses, this is referred to as VETiS (Vocational Education and Training in School) funded courses. Students that are undertaking VETiS funded courses, can complete one VETiS funded qualification at the certificate II level. Any other certificate courses chosen will then be fee-for-service (FFS).

School-based Apprenticeships and Traineeships (SATs)

Students may have an opportunity to begin an apprenticeship or traineeship while still at school. Be sure that you understand that apprenticeships and traineeships are legally binding, formal agreements. When you sign these, you are agreeing to particular work and training requirements, as is your host employer.

Check all documents carefully with a trusted adult to ensure that you fully understand what is required of you, the school and the employer in the agreement.

This often involves 1-day per week at the apprenticeship / traineeship place of employment, resulting in students missing a lesson each week of the other subjects still being studied. It is the students' responsibility to catch up on missed work and to stay on top of assessment.

You **cannot** complete a VETiS funded course and a SAT at the same time. A student studying a VETiS funded course must fully complete the course before being eligible to start a SAT, **or**, the student must withdraw from the VETiS funded course to start the SAT. Completing a SAT may have an impact on the chosen VET subjects at school and the eligibility to access VETiS funding, as described above. Before deciding on a SAT pathway, you will need to have a meeting with our Industry Liaison Officer (ILO) to seek clarity and to provide additional advice and assistance on SAT's.

Senior Education Profile

Queensland Students receive a Senior Education Profile in the Student Portal on the myQCE website when they complete Year 12. All students receive a Senior Statement, which is a transcript of their learning account. Eligible students also receive either a QCE or a Queensland Certificate of Individual Achievement (QCIA).

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all contributing studies, and the results achieved.

QCE

The QCE is Queensland's senior secondary schooling qualification. To be issued with a QCE, students need to complete the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

QCIA

The QCIA recognises the achievements of students who undertake individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

Queensland Certificate of Education (QCE)

At Redcliffe State High School, students are expected to attain a Queensland certificate of Education by the end of Year 12. Special Education students may instead work towards a Queensland Certificate of Individual Achievement (QCIA).

To be eligible for a QCE, students must meet a list of requirements, including:

- 20 QCE credits from contributing courses of study
- Satisfactory completion, competency or qualification completion of courses
- At least 12 credits from completed Core courses of study
- Literacy and numeracy requirements
- Completion of the QCAA's academic integrity course

For more information, please visit <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/about-the-qce>.

Australian Tertiary Admission Rank (ATAR) eligibility

The calculation of ATAR will be based on a student's:

- best five General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a completed Certificate III or higher VET qualification.

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

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

Satisfactory completion will require students to attain a Year 12 exit result that is equivalent to a Sound Level of Achievement in one of three subjects — English, Essential English and Literature.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

QTAC Subject Scaling

At Redcliffe State High School, we are committed to helping every student build a pathway that supports success, wellbeing and future opportunities. Our approach is guided by our school vision: Connect, Learn, Succeed: The Redcliffe Way.

This guide has been developed to help students and families better understand how QTAC subject scaling works within the Queensland ATAR system. The information below is based on the QTAC ATAR Report 2025, the Redcliffe SHS Senior Subject Guide, and the Redcliffe SHS Senior Pathways framework.

At Redcliffe SHS, we encourage students to choose subjects based on:

- their strengths and interests
- subjects they enjoy
- university prerequisites or future career goals
- pathways into university, TAFE, apprenticeships, traineeships or employment

While subject scaling is important, especially for highly competitive university pathways, students should not choose subjects based purely on scaling.

What is QTAC Subject Scaling?

QTAC uses a process called inter-subject scaling when calculating ATARs. Scaling attempts to fairly compare achievement across different subjects. Subjects with academically strong cohorts often scale more highly because QTAC considers how students perform across all of their subjects.

Importantly, scaling is only one part of the ATAR system. Students generally achieve better outcomes when they select subjects that suit their abilities and allow them to achieve strong results. Please note that scaling is reviewed annually by QTAC and this can result in movements that occur in how subjects scale.

A student achieving strong 'A' results in General Mathematics, Biology and Business will usually achieve a stronger ATAR than a student struggling to pass Mathematical Methods and Chemistry. Choosing subjects purely because they 'scale well' is usually not the best strategy.

General Subjects Offered at Redcliffe SHS

Subject	Median Raw Result	Median Scaled Result
Accounting	74	77.94
Ancient History	74	66.79
Biology	81	75.25
Business	70	62.70
Chemistry	85	90.36
English	72	70.12
Film, Television & New Media	75	56.15
General Mathematics	69	59.54
Geography	72	71.88
Japanese	83	86.36
Legal Studies	69	68.57
Literature	83	85.99
Mathematical Methods	76	89.64
Music	83	71.69
Music Extension	94	76.40
Physical Education	74	61.57
Physics	86	89.79
Psychology	80	69.27
Specialist Mathematics	82	95.27
Visual Art	73	61.94

Applied Subjects Offered at Redcliffe SHS

Applied subjects are excellent pathways for many students and are particularly valuable for QCE attainment, vocational pathways, TAFE, apprenticeships and employment. However, Applied subjects generally scale lower than General subjects in the ATAR system.

Applied Subject	Typical Median Grade	Median Scaled Result
Drama in Practice	A/B	21.62–49.61
Early Childhood Studies	A/B	21.99–43.29
Essential English	B	19.59
Essential Mathematics	B	22.34
Furnishing Skills	B	21.25
Media Arts in Practice	B	26.67
Music in Practice	A/B	21.76–44.52
Social and Community Studies	B	18.40
Sport and Recreation	B	23.21
Tourism	B	22.42
Visual Arts in Practice	A/B	25.34–48.34

Certificate III and Higher VET Qualifications at Redcliffe SHS

QTAC allows completed Certificate III qualifications and higher to contribute toward an ATAR. This can be particularly valuable within the Flexible Futures pathway.

Certificate III or Higher Qualification	Approximate QTAC Scaling (2025)
Certificate III in Business (BSB30120)	68.00
Certificate III in Fitness (SIS30321)	68.00
Certificate III in Food Processing (FBP30121)	68.00
Certificate III in Health Services Assistance (HLT33115)	68.00
Certificate III in Hospitality (SIT30622)	68.00
Certificate III in Laboratory Skills (MSL30122)	68.00
Certificate III in Sport, Aquatics and Recreation (SIS30122)	68.00

Subjects offered at RSHS

When our Year 10 students are considering their subjects for senior study we want to ensure that they experience success in their chosen subjects. To assist Year 10 students with making informed decisions, our Heads of Departments have recommended levels of achievement which in their experience are a necessary foundation for success in senior general subjects (ATAR Pathway) and higher-level vocational certificate courses.

All students at Redcliffe State High School are expected to study an English subject and a Mathematics subject, from the following.

Subject	Head of Department	Fee	Minimum Year 10 Standard Recommended
English	Justin Fee	Nil	'C' in Year 10 English General
Literature	Justin Fee	Nil	'B' in Year 10 English General
Essential English	Justin Fee	Nil	
General Mathematics	Jamie Brunjes	Nil	'C' in Year 10 Maths (MAT)
Mathematical Methods	Jamie Brunjes	Nil	'B' in Year 10 Extension Maths (MAX) or "A" in Year 10 Maths (MAT)
Essential Mathematics	Jamie Brunjes	Nil	

The following General subjects are offered as electives.

Subject	Head of Department	Fee	Minimum Year 10 Standard Recommended
Accounting	Ashleigh O'Brien	Nil	'C' in Year 10 English General 'C' in Year 10 General (MAT)
Ancient History	Gabrielle Parr	Nil	'C' in Year 10 English General
Biology	Jen Nikol	Nil	'C' in Year 10 English General 'C' in a Year 10 Science subject 'C' in Year 10 Maths (MAT)
Business	Ashleigh O'Brien	Nil	'C' in Year 10 English General
Chemistry	Jen Nikol	Nil	'C' in Year 10 English General 'C' in a Year 10 Science subject 'C' in a Year 10 Maths (MAT)
Film, Television & New Media	Brylee Taylor	Nil	'C' in Year 10 English or Film, Television and New Media
Geography	Gabrielle Parr	Nil	'C' in Year 10 English General
Japanese	Ashleigh O'Brien	Nil	'C' in both semesters of Year 10 Japanese or demonstrated proficiency.
Legal Studies	Gabrielle Parr	Nil	'C' in Year 10 English General
Music	Brylee Taylor	Nil	Demonstrated proficiency in instrumental and/or vocal performance; ability to read and write music notation.
Physical Education	Lachlan James	Nil	'C' in Year 10 English General 'C' in Year 10 Physical Education
Physics	Jen Nikol	Nil	'C' in Year 10 English General

			'C' in Year 10 Extension Maths (MAX) 'C' in a Year 10 Science subject
Psychology	Jen Nikol	Nil	'C' in Year 10 English General 'C' in a Year 10 Science subject 'C' in Year 10 Maths General
Specialist Mathematics	Jamie Brunjes	Nil	'B' in Year 10 Extension Maths (MAX) or "A" in Year 10 Maths (MAT)
Visual Art	Brylee Taylor	Nil	'C' in Year 10 English General 'C' in Visual Arts
Music Extension	Brylee Taylor	Nil	Available in Year 12 for students studying Music (General)

The following Applied subjects are offered as electives.

Subject	Head of Department	Fee
Drama in Practice	Brylee Taylor	Nil
Early Childhood Studies	Gabrielle Parr	Nil
Furnishing Skills	Mark Tilley	Fees Apply
Media Arts in Practice	Brylee Taylor	Nil
Music in Practice	Brylee Taylor	Nil
Social and Community Studies	Gabrielle Parr	Nil
Sport and Recreation	Lachlan James	Nil
Sport and Recreation (Rugby League Excellence)	Lachlan James	Fees Apply
Tourism	Gabrielle Parr	Nil
Visual Arts in Practice	Brylee Taylor	Nil

The following Certificate base subjects are offered as electives.

The minimum standard recommended for Certificate III subjects is a 'C' in Year 10 English and Mathematics.

A 'C' in Year 10 Science is also recommended for Laboratory Skills and Food Processing.

Subject	Head of Department	Fee
Certificate III in Business	Ashleigh O'Brien	Fees Apply
Certificate II in Constructions Pathways	Mark Tilley	Fees Apply
Certificate II in Engineering Pathways	Mark Tilley	Fees Apply
Certificate III in Fitness (including Certificate II in Sport and Recreation)	Lachlan James	Fees Apply
Certificate III in Food Processing	Mark Tilley	Fees Apply
Certificate III in Health Services Assistance (including Certificate II in Health Support Services)	Ben Vikionkorpi	Fees Apply
Certificate III in Hospitality	Mark Tilley	Fees Apply
Certificate II in Sampling and Measurement (followed by Certificate III in Laboratory Skills)	Jen Nikol	Fees Apply
Certificate III in Sport, Aquatics and Recreation (including Certificate II in Sport and Recreation) Girls Sport and Fitness Academy class	Lachlan James	Fees Apply

For up-to-date Subject Fee information, please see our school website, redcliffeshs.eq.edu.au.

Compulsory Subjects

English (General subject)

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

Students 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.

Students may study English and Literature concurrently.

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.

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).

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

Summative assessments

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

Literature (General subject)

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

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

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

Pathways

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

Students may study Literature and English concurrently.

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.

Structure

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

Assessment

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

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

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): - Examination — analytical written response	25%	Summative internal assessment 3 (IA3): - Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): - Extended response — imaginative spoken/multimodal response	25%	Summative external assessment (EA): - Examination — analytical written response	25%

Essential English (Applied-Essential subject)

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. 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.

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 identities, 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. Students will also receive an overall subject result (A-E).

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

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

General Mathematics (General subject)

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear relations - Consumer arithmetic - Shape and measurement - Similarity and scale - Algebra - Linear equations and their graphs	Applications of linear equations and trigonometry, matrices and univariate data analysis - Applications of trigonometry - Matrices - Univariate data analysis - Applications of linear equations and their graphs	Bivariate data and time series analysis, sequences 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

Scientific Calculator is required. Texas Instrument, TI-30XB Multiview. Cost is approximately \$30.

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).

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

Summative assessments

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

Mathematical Methods (General subject)

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.

Structure

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

Graphics calculator is required. TI-Nspire CXII-T (non-CAS). Cost is approximately \$225. Students are provided with supplier details.

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).

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

Summative assessments

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

[Essential Mathematics](#) (Applied-Essential subject)

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

Structure

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

Scientific Calculator. Texas Instrument, TI-30XB Multiview. Cost is approximately \$30.00.

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.

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

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

Electives - General subjects

General subjects are developmental four-unit courses of study.

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

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

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

Extension syllabuses course overview

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

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

Assessment - Units 1 and 2

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least *two* but no more than *four* assessments for Units 1 and 2. At least *one* assessment must be completed for *each* unit.

Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

Assessment - Units 3 and 4

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

Schools develop *three* internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

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

Instrument-specific marking guides

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

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

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

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

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment.

Accounting

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses, and individuals. It is foundational to all organisations across all industries and assists in discharging accountability and financial control.

Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. The overarching context for this syllabus is the real-world expectation that accounting involves processing transactions to develop financial statements and reports to stakeholders.

Students learn fundamental accounting concepts in order to develop an understanding of accrual accounting, accounting for GST, managerial and accounting controls, internal and external financial statements, and analysis.

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources.

Pathways

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

Objectives

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

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

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting - The role, purpose and uses of accounting - Analysis of financial statements for companies - Record and process transactions for a sole trader	Financial Reporting - Accrual accounting principles and processes - Ratio analysis - Internal controls in the accounting process	Managing Resources - Manage the resources for a sole traded business - Produce cash budgets and financial statements	Accounting — the big picture - Prepare fully classified financial statements - Analysis and evaluation of the Statement of Profit or Loss, Financial position and Cash Flows

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).

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (FA1): - Project – extended, practical response and stimulus	Formative internal assessment 3 (FA3): - Examination — combination response
Formative internal assessment 2 (FA2): - Examination — combination response	Formative internal assessment (FA4): - Internal Exam – Combination response

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): - Project — cash management	25%	Summative internal assessment 3 (IA3): - Examination — combination response	25%
Summative internal assessment 2 (IA2): - Examination — combination response	25%	Summative external assessment (EA): - Examination — combination response	25%

Ancient History

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Pathways

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

Objectives

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world - Digging up the past - Ancient societies — Slavery	Personalities in their time - Akhenaten - Agrippina the Younger	Reconstructing the ancient world - Fifth Century Athens (BCE) - Early Imperial Rome	People, power and authority - Ancient Rome — Civil War and the breakdown of the Republic - Julius Caesar

Assessment

In units 1 and 2, students complete four formative assessments that align with the summative assessments.

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 — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): - Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): - Independent source investigation	25%	Summative external assessment (EA): - Examination — short responses to historical sources	25%

Biology

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

Structure

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

Assessment

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

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

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

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			

Business

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

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

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

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.

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).

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

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%

Chemistry

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

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).

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

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			

Film, Television and New Media

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

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

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

Pathways

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

Objectives

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

- explain the features of moving-image media content and practices
- symbolise conceptual ideas and stories
- construct proposals and construct moving-image media products
- apply literacy skills
- analyse moving-image products and contexts of production and use
- structure visual, audio and text elements to make moving-image media products
- experiment with ideas for moving-image media products
- appraise film, television and new media products, practices and viewpoints
- synthesise visual, audio and text elements to solve conceptual and creative problems.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation - Concept: The Auteur Theory How directors create.	Story forms - Concept: Genre Films The evolution of Science Fiction and Horror.	Participation - Concept: Storyworlds Global fandom and participation.	Identity - Concept: Experimental Film. Art film and self-expression.

It is recommended that students have a reliable working laptop with extra storage to assist with editing and larger files.

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).

Formative assessments

Unit 1	Unit 2
Formative assessment 1 (FA1): - Case study investigation	Formative assessment 3 (FA3): - Exam
Formative assessment 2 (FA2): - Foundation Project	Formative assessment 4 (FA4): - Genre Project

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): - Case study investigation	15%	Summative internal assessment 3 (IA3): - Stylistic project	35%
Summative internal assessment 2 (IA2): - Multi-platform project	25%		
Summative external assessment (EA): 25% - Examination — extended response			

Geography

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

Pathways

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

Objectives

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding.

Structure

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

Assessment

In units 1 and 2, students complete four formative assessments that align with the summative assessments.

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): - Examination — combination response	25%	Summative internal assessment 3 (IA3): - Investigation — data report	25%
Summative internal assessment 2 (IA2): - Investigation — field report	25%	Summative external assessment (EA): - Examination — combination response	25%

Japanese

Students who have not completed the prerequisite courses may be required to complete a proficiency assessment with a senior Japanese teacher prior to commencing this course.

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私の暮らし My world - Family/carers and friends - Lifestyle and leisure - Education	私達のまわり Exploring our world - Travel and exploration - Social Customs - Japanese influences around the world	私達の社会、文化とアイデンティティ Our society, culture and identity - Life style and leisure - The arts, entertainment and sport - Groups in society	私の現在と将来 My present; my future - The present - Future Choices

Assessment

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

Unit 1	Unit 2
Formative assessment 1 (FA1): - Written exam – responding to Japanese texts in English and Japanese	Formative assessment 3 (FA3): - Multimodal presentation and interview
Formative assessment 2 (FA2): - Written exam – extended writing task, conversation	

Summative assessments

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 3	Unit 4
Summative internal assessment 1 (IA1): - Examination — short response; responding to Japanese texts in English and Japanese	Summative internal assessment 3 (IA3): - Multimodal presentation and interview
Summative internal assessment 2 (IA2): - Examination — extended response, conversation	Summative external assessment (EA): - Examination — combination response

Legal Studies

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

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

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Pathways

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

Objectives

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

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

Structure

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

Assessment

In units 1 and 2, students complete three formative assessments that align with the summative assessments.

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): - Examination — combination response	25%	Summative internal assessment 3 (IA3): - Investigation — analytical essay	25%
Summative internal assessment 2 (IA2): - Investigation — inquiry report	25%	Summative external assessment (EA): - Examination — combination response	25%

Music

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 and resolve music ideas.

Structure

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

It is recommended that students have a reliable laptop with extra storage for composition and use of music programs.

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).

Formative assessments

Unit 3	Unit 4
Formative assessment 1 (FA1): - Performance	Formative assessment 3 (FA3): - Integrated project
Formative assessment 2 (FA2): - Composition	Formative assessment 4 (FA4): - Exam

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			

Physical Education

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

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

Pathways

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

Objectives

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

- recognise and explain concepts and principles about movement
- demonstrate specialised movement sequences and movement strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement
- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Sport psychology, equity and physical activity - Sport psychology integrated with a selected physical activity - Equity — barriers and enablers - Netball	Motor learning, functional anatomy, biomechanics and physical activity - Motor learning integrated with a selected physical activity - Functional anatomy and biomechanics integrated with a selected physical activity - Volleyball - Golf	Tactical awareness, ethics and integrity and physical activity - Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity - Ethics and integrity - Badminton	Energy, fitness and training and physical activity - Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity - Touch

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).

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

Unit 1	Unit 2
Formative assessment 1 (FA1): - Project — folio	Formative assessment 3 (FA3): - Project — folio
Formative assessment 2 (FA2): - Investigation — report	Formative assessment 4 (FA4): - Examination — combination response

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): - Project — folio	25%	Summative internal assessment 3 (IA3): - Project — folio	30%
Summative internal assessment 2 (IA2): - Investigation — report	20%	Summative external assessment (EA): - Examination — combination response	25%

Physics

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

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).

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

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			

Psychology

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

In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human and consciousness attention and sleep.

In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour.

In Unit 3, students examine individual thinking and how it is determined by the brain, including sensation, perception, memory, and learning.

In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Pathways

Psychology is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Objectives

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

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

Structure

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

Assessment

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

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

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

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			

Specialist Mathematics

To study Specialist Mathematics, students must also study Mathematical Methods.

Specialist Mathematics' major domains are Vectors and Matrices, Real and Complex numbers, Trigonometry, Statistics and Calculus.

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

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and Matrices, Real and Complex numbers, Trigonometry, Statistics and Calculus
- comprehend mathematical concepts and techniques drawn from Vectors and Matrices, Real and Complex numbers, Trigonometry, Statistics and Calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and Matrices, Real and Complex numbers, Trigonometry, Statistics and Calculus.

Structure

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

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

Graphics Calculator required. TI-Nspire CXII-T (non – CAS). Cost is approximately \$225. Students are provided with supplier details.

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).

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

Summative assessments

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

Visual Art

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

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

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

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

Pathways

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

Objectives

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

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate 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 Through inquiry learning, the following are explored: - Concept: lenses to explore the material world - Contexts: personal and contemporary - Focus: People, place, objects - Media: 2D, 3D, and time-based	Art as code Through inquiry learning, the following are explored: - Concept: art as a coded visual language - Contexts: formal and cultural - Focus: Codes, symbols, signs and art conventions - Media: 2D, 3D, and time-based	Art as knowledge Through inquiry learning, the following are explored: - Concept: constructing knowledge as artist and audience - Contexts: contemporary, personal, cultural and/or formal - Focus: student-directed - Media: student-directed	Art as alternate Through inquiry learning, the following are explored: - Concept: evolving alternate representations and meaning - Contexts: contemporary and personal, cultural and/or formal - Focus: continued exploration of Unit 3 student-directed focus - Media: student-directed

Assessment

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

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

Formative assessments

Unit 1	Unit 2
Formative assessment 1 (FA1): - Experimental Folio	Formative assessment 3 (FA3): - Experimental Folio
Formative assessment 2 (FA2): - Exam	

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): 25% - Examination			

Electives – Extension Subjects

Music Extension (Composition)

Music Extension (Composition) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

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

Co-requisite Requirement to Enrolment: Year 12 Music (General Subject)

Pathways

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

Objectives

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas

Structure

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

It is recommended that students have a reliable laptop with extra storage for composition and use of music programs.

Assessment

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

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

Music Extension (Performance)

Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

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

Co-requisite Requirement to Enrolment: Year 12 Music (General Subject)

Pathways

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

Objectives

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply technical skills
- interpret music elements and concepts
- realise music ideas

Structure

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

It is recommended that students have a reliable laptop with extra storage for composition and use of music programs

Assessment

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

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

Electives - Applied Subjects

Applied subjects are developmental four-unit courses of study.

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

Units 3 and 4 consolidate student learning. 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.

Assessment

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result.

Schools should develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

Essential English and Essential Mathematics — Common internal assessment

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.

Summative internal assessment — Instrument-specific standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

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

Drama in Practice

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

Drama exists wherever people present their experiences, ideas and feelings through re-enacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in.

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

As students gain practical experience in a number of onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also 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. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts. They identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience.

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 will:

- use drama practices
- plan drama works
- communicate ideas
- evaluate drama works.

Structure

Unit option	Unit title
Unit option A	Collaboration
Unit option B	Community
Unit option C	Contemporary
Unit option D	Commentary

Assessment

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

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a focus of the unit.	Devised scene Up to 4 minutes (rehearsed) Planning and evaluation of devised scene One of the following: - Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media - Written: up to 600 words - Spoken: up to 4 minutes, or signed equivalent
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script for the focus of the unit.	Director's brief Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Planning and evaluation of the director's brief One of the following: - Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media - Written: up to 600 words - Spoken: up to 4 minutes, or signed equivalent
Performance	Students perform the excerpt of the published script, a devised scene, or collage drama for the focus of the unit.	Performance Performance (live or recorded): up to 4 minutes

Early Childhood Studies

Early Childhood Studies focuses on learning about children aged from birth to five years. Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs. Students examine the interrelatedness of core concepts and ideas of the fundamentals and practices of early childhood learning. They plan, justify and evaluate play-based learning activities responsive to the needs of children as well as evaluating contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

Pathways

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

Objectives

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

- describe concepts and ideas related to fundamentals of early childhood
- explain concepts and ideas of practices of early childhood learning.
- analyse concepts and ideas of the fundamentals and practices of early childhood learning
- apply concepts and ideas of the fundamentals and practices of early childhood learning
- use language conventions and features to communicate ideas and information for specific purposes
- plan and justify play-based learning activities responsive to children's needs
- evaluate play-based learning activities in response to children's needs
- evaluate contexts in early childhood learning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Children's Development	Children's Wellbeing	Indoor & Outdoor Environments	Literacy & Numeracy

Assessment

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4. There are two pieces of assessment for each unit.

For Early Childhood Studies, assessment from Units 3 and 4 is used to determine the student's exit result.

Assessment techniques and conditions in Early Childhood Studies:

Project	Investigation
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.
Play-based learning activity: - Implementation of activity: up to 5 minutes Planning and evaluation: - Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media	Planning and evaluation: - Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Furnishing Skills

Subject fee applicable.

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

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

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

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Furniture-making
Unit option B	Furniture-making
Unit option C	Interior furnishing
Unit option D	Production in the domestic furniture industry
Unit option E	Production in the commercial furniture industry
Unit option F	Production in the bespoke furniture industry

Assessment

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

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

Media Arts in Practice

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

Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices.

Students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

Pathways

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

Objectives

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

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

Structure

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

Unit option	Unit title
Unit option A	Personal viewpoints
Unit option B	Representations
Unit option C	Community
Unit option D	Persuasion

Assessment

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

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that is the focus of the unit.	Design product Design product must represent: - Audio: up to 3 minutes - Moving image: up to 3 minutes - Still image: up to 4 media artwork/s Planning and evaluation of design product One of the following: - Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media - Written: up to 600 words - Spoken: up to 4 minutes, or signed equivalent
Media artwork	Students implement the design product from the project to make a media artwork that is the focus of the unit.	Media artwork One of the following: - Audio: up to 3 minutes - Moving image: up to 3 minutes - Still image: up to 4 media artwork/s

Music in Practice

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

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance. The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts. In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

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:

- use music practices
- plan music works
- communicate ideas
- evaluate music works.

Structure

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

Unit option	Unit title
Unit option A	Music of today
Unit option B	The cutting edge
Unit option C	Building your brand
Unit option D	'Live' on stage!

Assessment

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

Technique	Description	Response requirements
Composition	Students use music technology and production techniques to make a composition relevant to the unit focus.	Composition Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	Performance Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	Composition Composition: up to 3 minutes, or equivalent section of a larger work OR Performance Performance (live or recorded): up to 4 minutes AND Planning and evaluation of composition or performance One of the following: - Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media - Written: up to 600 words - Spoken: up to 4 minutes, or signed equivalent

Social and Community Studies

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

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

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

Pathways

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

Objectives

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

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- recognise and explain the ways life skills relate to social contexts
- explain issues and viewpoints related to social investigations
- organise information and material related to social contexts and issues
- analyse and compare viewpoints about social contexts and issues
- apply concepts and ideas to make decisions about social investigations
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake social investigations
- communicate the outcomes of social investigations, to suit audiences
- appraise inquiry processes and the outcomes of social investigations

Structure

Unit 1	Unit 2	Unit 3	Unit 4
• Lifestyle & Financial Choices	• Relationships & work environments	• Health Choices for mind and body	• Australia and its place in the World

Assessment

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4. There are two pieces of assessment for each unit.

For Social and Community Studies, assessment from Units 3 and 4 is used to determine the student's exit result.

Assessment techniques and conditions in Social and Community Studies:

Project	Investigation	Extended response
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.
Item of communication - one of the following: - Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 6 A4 pages, or equivalent digital media - Spoken: up to 4 minutes, or signed equivalent - Written: up to 600 words Documented process - one of the following: - Multimodal (at least two modes delivered at the same time): up to 4 minutes, up to 4 A4 pages, or equivalent digital media - Spoken: up to 3 minutes, or signed equivalent - Written: up to 400 words	Presented in one of the following modes: - Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media - Spoken: up to 7 minutes, or signed equivalent - Written: up to 1000 words	Presented in one of the following modes: - Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media - Spoken: up to 7 minutes, or signed equivalent - Written: up to 1000 words

Sport and Recreation

Sport & 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. Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are 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. They communicate ideas and information in, about and through sport and recreation activities. They 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.

Pathways

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

Objectives

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Event Management	Coaching and Officiating	- Aquatic Recreation - Fishing - Stand up Paddleboarding	Fitness for Sport & Recreation

Assessment

Formative assessments

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4.

Summative assessments

For Sport & Recreation, assessment from Units 3 and 4 is used to determine the student's exit result.

Unit 1	Unit 2	Unit 3	Unit 4
- Performance - Investigation	- Project - Performance	- Project - Performance	- Performance - Investigation

Project	Investigation	Extended response	Performance	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.	Application of identified skills when responding to a task that involves solving a problem, providing a solution, and instruction or conveying meaning or intent.	A response that answers a number of provided questions, scenarios and/or problems.
At least two components from: - written: 500–900 words - spoken: 2½–3½ minutes - multimodal: 3–6 minutes - performance: 2–4 minutes.*	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.	- 2–4 minutes (Evidence must include annotated records that clearly identify the application of standards to performance)	- 60–90 minutes - 50–250 words per item

Sport and Recreation (Rugby League Excellence)

This subject is only available for students participating in our Rugby League Excellence program, for which there is an application process.

Subject fees apply.

Subject information is as per Sport and Recreation (above), with the following specific information:

- Rugby League is the main sport and active recreation activity studied and activities are designed to promote:
 - a healthy lifestyle through physical activity
 - an appreciation of safety and health concerns
 - interpersonal skills
 - strong focus on behaviour, effort and discipline
- Excursions and/or camps will be conducted at times throughout the course
- Competitions will be entered both at state and local standard
- A very high level of participation is compulsory

Course of Study

Unit 1	Unit 2	Unit 3	Unit 4
• Basic skills, teamwork, game play • Dolphins training • Weight training and fitness	• RL skills & drills, RL modified games • Fitness, alternate games & physical activities • Weight training and Fitness	• Basic skills, Teamwork, Game play • Weight training and Fitness	• RL skills & drills, RL modified games • Fitness, Dolphins training, alternate games & physical Activities • Weight training and Fitness

Assessment

Practical

Satisfactory participation in each practical unit is essential as assessment is ongoing throughout the course.

Theory

Completion of set tasks is compulsory and these tasks are due at the end of each term.

Tourism

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
• Tourism & Travel	• Tourism Marketing	• Tourism Trends & Patterns	• Tourism Industry and Careers

Assessment

Units 1 and 2 assessment are formative. These techniques will mirror Unit 3 and 4. There are two pieces of assessment for each unit.

For Tourism, assessment from Units 3 and 4 is used to determine the student's exit result.

Assessment techniques and conditions in Tourism:

Project	Investigation
A response to a single task, situation and/or scenario and an evaluation of the plan and product.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
Item of communication - one of the following: - Multimodal (at least two modes delivered at the same time): up to 3 minutes, up to 6 A4 pages, or equivalent digital media - Spoken: up to 3 minutes, or signed equivalent - Written: up to 500 words Evaluation - one of the following: - Multimodal (at least two modes delivered at the same time): up to 3 minutes up to 4 A4 pages or equivalent digital media - Spoken: up to 3 minutes, or signed equivalent - Written: up to 500 words	Presented in one of the following modes: - Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media - Spoken: up to 7 minutes, or signed equivalent - Written: up to 1000 words

Visual Arts in Practice

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

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

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

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

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:

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

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Project	Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	Experimental folio Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) OR Prototype artwork One of the following: - 2D, 3D, digital (static): up to 4 artwork/s - Time-based: up to 3 minutes OR Design proposal Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based (up to 30 seconds each) OR Folio of stylistic experiments Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) AND Planning and evaluations One of the following:

		- Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media - Written: up to 600 words - Spoken: up to 4 minutes, or signed equivalent
Resolved artwork	Students make a resolved artwork that communicates and/or addresses the focus of the unit.	Resolved artwork One of the following: - 2D, 3D, digital (static): up to 4 artwork/s - Time-based: up to 3 minutes

Electives - Certificate Based Subjects

Students can undertake VET courses offered in the school as subjects.

This is stated as per the individual Training Package (TP). Students work towards gaining competency in the competencies outlined in the approved training and assessment schedule.

Certificate III in Business

Subject fee applicable

RTO: Binnacle Training (31319)



Qualification: BSB30120 - Certificate III in Business; maximum 8 QCE credits

Qualification Description	This qualification reflects the role of individuals in a variety of Business Services job roles. The program will be delivered through class-based tasks as well as both simulated and real business environments at the school – involving the delivery of a range of projects and services with the school community. This program also includes: - Student opportunities to design for a new product or service as part of Binnacle's (non-accredited) Entrepreneurship Project – Binnacle Boss - Students examine business opportunities and participate in an industry discovery.
Entry Requirements	There are no entry requirements for this qualification.
Qualification Packaging Rules	13 Units of competency 6 core units plus 7 elective units; plus 2 optional additional units
Unit BSBPEF201 BSBPEF301 FNSFLT311 BSBWHS311 BSBSUS211 BSBXCM301 BSBTWK301 BSBXTW301 BSBCRT311 BSBTEC301 BSBWRT311 BSBTEC201 BSBTEC203 Additional BSBCMM411 BSBPEF402	Competency: Support personal wellbeing in the workplace Organise personal work priorities Develop and apply knowledge of personal finances Assist with maintaining workplace safety Participate in sustainable work practices Engage in workplace communication Use inclusive work practices Work in a team Apply critical thinking skills in a team environment Design and produce business documents Write simple documents Use business software applications Research using the internet Competency: Make presentations Develop personal work priorities
Learning Experiences	- Research business topics - Create a group presentation - Time management - Developing teamwork in a workplace - Engage in workplace communication - Inclusive work practices

	- Personal finances and budgeting - Critical thinking skills - Producing simple documents - Designing and producing presentations
Assessment	Assessment is competency based and therefore no levels of achievements are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include Evidence gathering methods may include: - Direct observation checklist - Direct verbal or written questions and scenarios - Folio of workplace tasks and documents - Practical tasks/experience.
Pathways	This can be used as a pathway to employment, university degree, business owner, marketing manager, accountant or business advisor.
Fees (Additional to SRS charges)	Please refer to the 2027 Schedule of Fees on RSHS website.
Further Information	Contact the HOD of Business & Information Technologies and Languages, Ashleigh O'Brien, axobr4@e.qedu.au , or HOD Vocational Education and Training, Ben Vikionkorpi, bviki2@eq.edu.au .
Service Agreement	This is a 2 year course of delivery and assessment. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit, but not the full qualification, will receive a Statement of Attainment. This information is correct at the time of publication but may be subject to change. Redcliffe SHS has entered an agreement and will provide student support services, and conduct training and assessment on behalf of Binnacle Training.

For more information from Binnacle Training, please see [Appendix 1](#).

Certificate II in Constructions Pathways

Subject fee applicable

RTO: Redcliffe SHS (30430)

Qualification: CPC20220 – Certificate II in Construction Pathways; maximum 4 QCE credits

Qualification Description	This qualification provides a pathway to primary trades in the construction industry (excluding plumbing). This qualification is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship.
----------------------------------	---

	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 various practical construction projects that integrates these skills and employability outcomes.
Entry requirements	There are no entry requirements for this qualification.
Qualification	10 units of competency
Packaging Rules:	5 core units plus 5 elective units
Core CPCCOM1013 CPCCPM1015 CPCCOM1012 CPCCWHS2001 CPCCVE1001* Elective CPCCCA2002 CPCCCM1011 CPCCCM2004 CPCCCM2006 CPCCWF2002	Competency: Plan and organise work Carry out measurements and calculation Work effectively and sustainable in the construction industry Apply WHS requirements, policies and procedures in the construction industry Undertake a basic construction project* (* indicates a prerequisite unit * Completion of the general construction induction training program (White Card Course) specified by the model Code of Practice for Construction Work is required for any person who is to carry out construction work. Student will complete this as part of the Certificate II in Construction Pathways course Competency: Use carpentry tools and equipment Undertake basic estimation and costing Handle construction materials Apply basic levelling procedures Use wall and floor tiling tools and equipment
Learning Experiences	Workplace Health and Safety Basic construction projects and layout Using hand tools and power tools Site set out and calculations
Assessment	Assessment is competency based and therefore no levels of achievements are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include Evidence gathering methods may include: - Direct observation checklist - Product resulting from an activity - Direct verbal or written questioning checklist - Reports from workplace supervisor - Portfolio of work - Written assessment/quiz/activities - Workplace learning log - Practical tasks / experience
Pathways	Future employment in a variety of construction apprenticeships (except plumbing).

Fees	Please refer to the 2027 Schedule of Fees on RSHS website
Further information	Contact the VET HOD/RTO Manager, Mr Ben Vikionkorpi, bwiki2@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a <i>Student VET Handbook</i> prior to enrolment.
Service Agreement	Total program duration is 2 year of delivery and assessment. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit, but not the full qualification, will receive a Statement of Attainment. This information is correct at the time of publication but may be subject to change.

Certificate II in Engineering Pathways

Subject fee applicable

RTO: Blue Dog Training (31193)

Qualification: MEM20422 – Certificate II in Engineering Pathways; maximum 4 QCE credits

Qualification Description	The MEM20422 qualification introduces students to an engineering or related working environment. Students develop skills and knowledge across a range of engineering and manufacturing tasks, supporting entry-level employment pathways including apprenticeships, traineeships, or general roles in the industry. 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.
Entry requirements	There are no entry requirements for this qualification.
Qualification Packaging Rules:	12 units of competency 4 core units plus 8 elective units
Core MEM13015 MEMPE005 MEMPE006 MSMENV272 Elective MEM11011* MEM16006* MEM16008* MEM18001* MEM18002* MEMPE001 MEMPE002 MEMPE007	Competency: Work safely and effectively in manufacturing and engineering Develop a career plan for the engineering and manufacturing industries Undertake a basic engineering project Participate in environmentally sustainable work practices Competency: Undertake manual handling Organise and communicate information Interact with computing technology Use hand tools Use power tools / hand held operations Use engineering workshop machines Use electric welding machines Pull apart and re-assemble engineering mechanisms

Note:	- An asterisk (*) indicates a prerequisite unit. Prerequisite units must be assessed before any unit marked with an asterisk * - Elective units may change prior to the program commencement to ensure alignment with current industry practices More information about this qualification is available at https://training.gov.au/Training/Details/MEM20422
Learning Experiences	Develop foundational engineering and manufacturing skills in a practical workshop environment. Apply safe work practices and environmentally sustainable procedures. Plan and complete a basic engineering project from start to finish. Build career awareness and explore pathways into engineering apprenticeships, traineeships, and employment. Use hand tools, power tools, workshop machinery, and computing technology safely and effectively. Develop communication, organisation, and manual handling skills for the workplace. Gain introductory experience in welding and the assembly and disassembly of engineering mechanisms. Participate in hands-on, school-based training over two years to prepare for entry-level roles in the engineering and manufacturing industries.
Assessment	Assessment is competency based and therefore no levels of achievements are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include Evidence gathering methods may include: - Direct observation checklist - Product resulting from an activity - Direct verbal or written questioning checklist - Reports from workplace supervisor - Portfolio of work - Written assessment/quiz/activities - Workplace learning log - Practical tasks / experience
Pathways	The learning program develops trade-like skills without aiming for trade-level outcomes. For example, in welding, learners are introduced to basic techniques and complete simple tasks, rather than developing trade-level theory and practice. Similarly, in machining, the focus is on producing a basic item using equipment such as a lathe, rather than advanced theory and practice. The emphasis is on using engineering tools and equipment to produce or modify objects safely, ensuring the well-being of learners and others around them.
Fees	Please refer to the 2027 Schedule of Fees on RSHS website 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
Further information	Contact the VET HOD/RTO Manager, Mr Ben Vikionkorpi, bviki2@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a <i>Student VET Handbook</i> prior to enrolment.
Service Agreement	Total program duration is 2 year of delivery and assessment. Students are enrolled with Blue Dog Training, who is responsible for all training and assessment and issues qualifications and statements of attainment. The Blue Dog Training VETiS program is delivered at the student's school during timetabled classes by qualified trainers and assessors. 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

Certificate III in Fitness

Including Certificate II in Sport and Recreation

Subject fee applicable

RTO: Binnacle Training (31319)

Qualification: SIS30321 – Certificate III in Fitness; SIS20122 – Certificate II in Sport and Recreation; maximum 8 QCE credits



Qualification Description	The qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres. Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor). Students facilitate programs within their school community including: - Community fitness programs - Strength and conditioning for athletes and teams - 1-on-1 and group fitness sessions with male adults, female adults and older adult clients.
Entry Requirements	There are no entry requirements for this qualification.

Qualification Packaging Rules	15 Units of competency
Core HLTWHS001 SISXND011 BSBSUS211 BSBPEF202 SISSPAR009 SISXCCS004 SISXEMR003 HLTAID001 SISOFLD001 SISXFAC006 BSBPEF301 BSBOPS304 SISFFIT035 SISFFIT036 SISFFIT032 SISFFIT033 SISFFIT052 SISFFIT040 SISFFIT047	Competency: Participate in workplace health and safety Maintain sport, fitness and recreation industry knowledge Participate in sustainable work practices Plan and apply time management Participate in conditioning for sport Provide quality service Respond to emergency situations Provide first aid Assist in conducting recreation sessions Maintain activity equipment Organise personal work priorities Deliver and monitor a service to customers Plan group exercise sessions Instruct group exercise sessions Complete pre-exercise screening and service orientation Complete client fitness assessments Provide healthy eating information Develop and instruct gym-based exercise programs for individual clients Use anatomy and physiology knowledge to support safe and effective exercise
Learning Experiences	- Participating in conditioning sessions - Plan and deliver group conditioning sessions - Plan and deliver a one-on-one cardio program - Introduction to anatomy and physiology - First aid course - Health and nutrition consultations - Screening and health assessments - Plan and instruct a group training program
Assessment	Assessment is competency based and therefore no levels of achievements are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include Evidence gathering methods may include: - Direct observation checklist - Direct verbal or written questions and scenarios - Folio of workplace tasks and documents - Practical tasks/experience
Pathways	A range of career pathway options including pathways into Certificate IV in Fitness, Diploma of Sport, group exercise instructor and gym fitness instructor.
Fees (Additional to SRS charges)	Please refer to the 2027 Schedule of Fees on RSHS website

Further Information	Contact the HOD Vocational Education and Training, Ben Vikionkorpi, bwiki2@eq.edu.au .
Service Agreement	This is a 2 year course of delivery and assessment. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit, but not the full qualification, will receive a Statement of Attainment. This information is correct at the time of publication but may be subject to change. Redcliffe SHS has entered an agreement and will provide student support services, and conduct training and assessment on behalf of Binnacle Training.

For more information from Binnacle Training, please see [Appendix 2](#).

Certificate III in Food Processing

Subject fee applicable

RTO: Redcliffe SHS (30430)

Qualification: FBP30121 – Certificate III in Food Processing; maximum 8 QCE credits

Qualification Description	This qualification reflects the role of individuals working as operators in a food processing environment who have responsibility for overseeing all or part of a processing plant and related equipment. They are required to work autonomously, use judgement, interpret information, and apply solutions to routine and some non-routine problems. They may also take some responsibility for the output of others. This qualification is designed for production-related roles that require the application of industry-specific skills and knowledge across a range of food and beverage processing operations, including some technical and problem-solving ability. It caters for multi-skilled outcomes and may support team leader functions within a production environment. At Redcliffe State High School, the selected units provide students with skills and knowledge relevant to food and beverage processing, brewing, packaging, food safety, quality systems, traceability, good manufacturing practice, workplace health and safety, production operations and workplace numeracy. Possible employment and further training pathways may include: - food processing operator - food and beverage production worker - packaging or bottling line operator - brewery cellar hand - assistant brewer pathway - beverage production assistant
----------------------------------	--

	- brewery packaging operator - food safety and quality support worker - traceability or recall support assistant - production team member - food industry sales support, where relevant to the selected elective units - further study in food processing, brewing, food science, laboratory operations, manufacturing or quality assurance All work must be carried out to comply with workplace procedures and relevant state or territory food safety, work health and safety, environmental, and workplace regulatory requirements. No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.
Entry Requirements	There are no entry requirements for this qualification.
Qualification Packaging Rules	17 Units of competency 5 core units plus 12 elective units
Core FBPFSY3003 FBPFSY3004 FBPOPR3019 FBPOPR3021 FBPWHS3001 Elective FBPBEV3001 FBPBEV3003 FBPBEV300 FBPBEV3007 FBPBPG3010 FBPBPG4002 FBPOPR2069 FBPOPR2094 FBPTEC3001 FSKNUM015 FSKNUM019 SITHFAB021	Competency: Monitor the implementation of food safety and quality programs Participate in traceability activities Operate and monitor interrelated processes in a production or packaging system Apply good manufacturing practice requirements in food processing Contribute to work health and safety practices Competency: Operate and monitor a wort production process Operate and monitor a brewery fermentation process Operate and monitor a beer filtration process Operate and monitor a beer maturation process Operate and monitor a carbonated beverage filling process Manage filling and packaging of fermented beverages Use numerical applications in the workplace Clean equipment in place Apply raw material, ingredient and process knowledge to production problems Estimate, measure and calculate with routine metric measurements for work Interpret routine tables, graphs and charts and use information and data for work Provide responsible service of alcohol
Learning Experiences	Operating and monitoring food and beverage production processes and equipment. Applying food safety, quality assurance and good manufacturing practice requirements. Participating in product traceability, recall and quality-control activities. Monitoring interrelated production, processing and packaging systems.

	Operating brewing processes, including wort production, fermentation, filtration and maturation. Operating beverage filling, bottling, carbonation and packaging processes. Cleaning and sanitising food-processing equipment using industry procedures. Applying workplace health and safety and environmental requirements. Using raw material, ingredient and process knowledge to solve production problems. Using workplace numeracy, measurements, calculations, tables, graphs and production data. Developing autonomous work practices, judgement, teamwork and problem-solving skills. Completing practical activities relevant to food processing, brewing, packaging and beverage production. Learning about responsible service of alcohol requirements. Exploring employment and further study pathways in food processing, brewing, manufacturing, laboratory operations and quality assurance.
Assessment	Assessment is competency based and therefore no levels of achievements are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include Evidence gathering methods may include: - Direct observation checklist - Direct verbal or written questions and scenarios - Folio of workplace tasks and documents - Practical tasks/experience.
Pathways	Study of Certificate III in Food Processing gives students an insight into the food processing industry and assists students in future studies or employment in the food processing and brewery industry and other manufacturing industries. This qualification may support pathways across sectors such as: - brewing and fermented beverages - bottling and packaging - non-alcoholic beverages, including juices, soft drinks, cordials, waters, energy drinks, coffee, tea and similar beverage products - food and beverage manufacturing - production and packaging operations - food safety and quality support - manufacturing and supply-chain environments
Fees (Additional to SRS charges)	Please refer to the 2027 Schedule of Fees on RSHS website
Further Information	Contact the VET HOD/RTO Manager, Mr Ben Vikionkorpi, bviki2@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a <i>Student VET Handbook</i> prior to enrolment.

	This information is correct at time of publication but subject to change.
Service Agreement	This is a 2 year course of delivery and assessment. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit, but not the full qualification, will receive a Statement of Attainment. This information is correct at the time of publication but may be subject to change.

Certificate III in Health Services Assistance

Including Certificate II in Health Support Services

Subject fee applicable

RTO: Connect 'n' Grow (40518)

Qualification: HLT33115 – Certificate III in Health Services Assistance; HLT23221 – Certificate II in Health Support Services; maximum 8 QCE credits

Qualification Description	Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communications, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.
Entry Requirements	There are no entry requirements for this qualification.
Qualification Packaging Rules	22 Units of competency
Core CHCCOM005 HLTWHS001 CHCDIV001 HLTINF006 CHCCCS010 HLTHSS011 BSBPEF202B BSBINS201 HLTHSS009 HLTWHS005 BSBOPS203 CHCPRP005 HLTAAP001 BSBMED301	Competency: Communicate and work in health or community services* Participate in workplace health and safety* Work with diverse people* Apply basic principles and practices of infection prevention and control* Maintain a high standard of service* Maintain stock inventory Plan and apply time management Process and maintain workplace information Perform general cleaning tasks in a clinical setting Conduct manual tasks safely Deliver a service to customers Engage with health professionals and the health system* Recognise healthy body systems Interpret and pally medical terminology

BSBWOR301* BSBPEF301 HLTAID011 HLTAID009 HLTAID010 CHCINM002 CHCCCS009 CHCDIV002	Organise personal work priorities and development Organise personal work priorities Provide first aid Provide cardiopulmonary resuscitation Provide basic emergency life support Meet community information needs Facilitate responsible behaviour Promote Aboriginal and/or Torres Strait Islander cultural safety * Units credit transferred from Cert II into Cert III
Learning Experiences	A range of delivery modes will be used during the teaching and learning of this qualification. These include: - Face to face training - Practicals and scenarios - Online learning Students are highly encouraged to complete a minimum of 20 hours work experience in a health of community service facility to strengthen their skills, knowledge and employability.
Assessment	Assessment is competency based and therefore no levels of achievements are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods may include: - Observation - Questionnaires - Folios of work - Written and practical tasks
Pathways	Potential options may include: - Various Certificate IV qualifications - Diploma of Nursing - Bachelor Degree (Nursing) - Entry level employment within the health industry
Fees (Additional to SRS charges)	Please refer to the 2027 Schedule of Fees on RSHS website
Further Information	Contact the HOD Vocational Education and Training, Ben Vikionkorpi, bwiki2@eq.edu.au .
Service Agreement	This is a 2 year course of delivery and assessment. Students will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit, but not the full qualification, will receive a Statement of Attainment. This information is correct at the time of publication but may be subject to change. Redcliffe SHS has entered an agreement and will provide student support services, and conduct training and assessment on behalf of Connect 'n' Grow..

For more information from Binnacle Training, please see [Appendix 3](#).

Certificate III in Hospitality

Subject fee applicable

RTO: Redcliffe SHS (30430)

Qualification: SIT30622 – Certificate III in Hospitality; maximum 8 QCE credits

Qualification Description	This qualification reflects the role of individuals who have a range of well-developed hospitality service, sales or operational skills and sound knowledge of industry operations. Using discretion and judgement, they work with some independence and under supervision using plans, policies and procedures to guide work activities.
Entry Requirements	There are no formal qualification entry requirements. Entry requirements for this program include the student's agreement and ability to undertake the following: - Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level. - Attend and participate in scheduled training and assessment. - Participate in workplace tasks to employer expectations. - Be able to work in an industry environment and handle industry standard equipment. - Comply with the RTO code of conduct requirements, directions on work, and health and safety matters. - Students will be required to undertake a work placement in Hospitality industry –36 shifts (minimum 2 hours per shift)
Qualification Packaging Rules	15 Units of competency 6 core units plus 9 elective units
Core SITXWHS005 SITHIND008 SITXCCS014 SITHIND006 SITXHRM007 SITXCOM007 Elective SITHCCC028 SITHCCC023 SITXFSA005 SITHKOP009 SITHFAB021 SITHFAB025 SITHFAB024 SITHFAB022 SITHFAB023	Competency: Participate in safe work practices Work effectively in hospitality service Provide service to customers Source and use information in the hospitality industry Coach others in job skills Show social and cultural sensitivity Competency: Prepare appetisers and salads Use food prep Equipment Use hygienic practices for food safety Clean kitchen premises and equipment Provide Responsible Service of alcohol Prepare and serve espresso coffee Prepare and serve non-alcoholic beverages Clean and tidy bar areas Operate a bar
Learning Experiences	Developing hospitality service, sales and operational skills. Providing professional customer service in hospitality environments. Working effectively and safely in hospitality service operations. Applying hygienic food-safety practices.

	Preparing appetisers, salads and other simple food items. Using commercial food-preparation equipment safely. Cleaning and maintaining kitchen premises and equipment. Preparing and serving espresso coffee and non-alcoholic beverages. Setting up, operating, cleaning and tidying bar areas. Developing responsible service of alcohol knowledge and skills. Communicating with customers and colleagues from diverse social and cultural backgrounds. Sourcing and applying hospitality industry information. Coaching others in workplace tasks and job skills. Completing practical hospitality activities using industry-standard equipment. Undertaking a hospitality work placement of 36 shifts, with a minimum of two hours per shift. Developing independence, judgement, teamwork and workplace readiness.
Assessment	Assessment is competency based and therefore no levels of achievements are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include Evidence gathering methods may include: - Direct observation checklist - Product resulting from an activity - Direct verbal or written questioning checklist - Reports from workplace supervisor - Portfolio of work - Written assessment/quiz/activities - Workplace learning log - Practical tasks / experience
Pathways	This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafes and coffee shops. This qualification allows for multiskilling and for specialisation in accommodation services, food and beverage and gaming.
Fees (Additional to SRS charges)	Please refer to the 2027 Schedule of Fees on RSHS website
Further Information	Contact the VET HOD/RTO Manager, Mr Ben Vikionkorpi, bviki2@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a <i>Student VET Handbook</i> prior to enrolment.
Service Agreement	This is a 2 year course of delivery and assessment. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a qualification

	and record of results. Students who achieve at least one unit, but not the full qualification, will receive a Statement of Attainment. This information is correct at the time of publication but may be subject to change.
--	---

[Certificate II in Sampling and Measurement](#)
[Followed by Certificate III in Laboratory Skills](#)



Subject fee applicable

RTO: TAFE Queensland (0275)

Qualification: MSL20122 – Certificate II in Sampling and Measurement; MSL30122 – Certificate III in Laboratory Skills; maximum 8 QCE credits

Qualification Description	Certificate II in Sampling and Measurement is a nationally recognised qualification that covers the skills and knowledge required for students wanting to pursue a career in a laboratory. This course gives students basic practical skills required for sampling and laboratory work. This qualification covers the skills and knowledge required to perform a range of sampling and measurement activities as part of laboratory, production or field operations in the construction, manufacturing, resources and environmental industry sectors. Employment outcomes targeted by this qualification include samplers and testers, production personnel, plant operators, production operators, field assistants, drivers, sample couriers and many others.
Entry Requirements	There are no entry requirements for this qualification.
Qualification Packaging Rules	8 Units of competency 3 core units plus 5 elective units
Core MSL912002 MSL922002 MSL943004 Elective MSMENV272 MSL952003 MSL972002 MSL973015 MSL973027	Competency: Work within a laboratory or field workplace Record and present data Participate in laboratory/field workplace safety Competency: Participate in environmentally sustainable work practices Collect routine site samples Take routine site measurements Prepare culture media Perform techniques that prevent cross-contamination
Learning Experiences	- Redcliffe State High School - classroom and laboratory - Mode of Delivery – blended theory and practical - Materials or equipment that the learner must provide: a fine tip permanent marker for practical classes
Assessment	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering methods for this qualification is continuous and units of competency have been clustered into groups and assessed this way. They include: - Observation and oral questioning - Written assessment

	Assessment for each unit of work is competency based; therefore students must demonstrate on various occasions the ability to consistently demonstrate knowledge and application of skill to the standard of performance required in the workplace. All assessment is conducted and submitted via the TAFE Queensland Connect learning management system.
Pathways	Further training pathways from this qualification include: Certificate III in Laboratory Skills MSL30122.
Fees (Additional to SRS charges)	Please refer to the 2027 Schedule of Fees on RSHS website. This is a VETiS course funded by the Department of Employment, Training and Education. – all <u>eligible</u> Queensland Education students can access this course under VETiS funding. This means there is no training cost to the parent/guardian of the student. In accessing DTET VETiS funding, the student will not be able to access this funding a second time for another Cert II whilst at school/home schooling. The VET investment budget provides funding for students to complete one VETiS qualification listed on the Queensland Training Subsidies List while at school/home schooling.
Further Information	Contact the HOD Vocational Education and Training, Ben Vikionkorpi, bwiki2@eq.edu.au. Contact the School's VET Curriculum Leader, Dan McKennarney, for information regarding support services including Language, Literacy and Numeracy, Assistive Technology, additional tutorials, other mechanisms e.g. assistance in using technology for online delivery components and other general VET information. Students will be provided with access to further information via TAFE Queensland's website; TAFE Queensland's Connect (Online) site or via the school's publication prior to enrolment. If not using VETiS funding the cost for this course will be \$500.00. For those students who continue on to undertake the Certificate III in Laboratory Skills an additional fee of \$400.00 will be incurred. There will be an additional \$30.00 cost to all students that will include the purchase of safety glasses, laboratory coat and laboratory notebook.
Service Agreement	This is a 1 year course of delivery and assessment. Redcliffe State High School will ensure that the students under this qualification will be provided with every opportunity to complete the course as per the rights and obligations outlined in the enrolment process and information provided. Students successfully achieving all course requirements will be issued with a nationally recognised Qualification by TAFE Queensland (RTO). Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

	Redcliffe SHS has entered an agreement and will provide student support services, and conduct training and assessment on behalf of TAFE Queensland. TAFE Queensland is responsible for the quality of the training and assessment services and the issuing of the AQF certification documentation.
--	--

The expectation is that on completion of the Certificate II in Sampling & Measurement, the students will continue on to study the certificate III in Laboratory Skills in Year 12.

Qualification Description	Certificate III in Laboratory Skills is a nationally recognised qualification that covers the skills and knowledge required for students wanting to pursue a career in a laboratory. This course gives students the practical skills and knowledge to plan and conduct laboratory and field work, perform simple scientific calculations, present information, and record and store data. Students will also develop effective interpersonal skills, learn how to follow work health and safety (WHS) policies and procedures, and comply with environmental regulations. Successful completion of this course will qualify you to work as a laboratory assistant in food technology, pathology, schools or trades. It will also give you the foundation knowledge you need to undertake further studies in the field.
Entry Requirements	Completion of Certificate II in Sampling and Measurement
Qualification Packaging Rules	13 Units of competency 5 core units plus 8 elective units
Core BSBCMM211 MSL913004 MSL922002 MSL933009 MSL943004 Elective MSL973025 MSL973027 MSL952003 MSL972002 MSL973026 MSL973028 MSL973015 MSL904003	Competency: Apply communication skills Plan and conduct laboratory/field work Record and present data** Contribute to the achievement of quality objectives Participate in laboratory or field workplace safety** Competency: Perform basic tests Perform techniques that prevent cross-contamination** Collect routine site samples** Conduct routine site measurements** Prepare working solutions Perform microscopic examination Prepare culture media** Perform standard calibrations ** Credit Transfer
Learning Experiences	- Redcliffe State High School - classroom and laboratory - Mode of Delivery – blended theory and practical - Materials or equipment that the learner must provide: a fine tip permanent marker for practical classes
Assessment	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering methods for this qualification is continuous and units of competency have been clustered into groups and assessed this way. They include: - Observation and oral questioning - Written assessment

	Assessment for each unit of work is competency based; therefore students must demonstrate on various occasions the ability to consistently demonstrate knowledge and application of skill to the standard of performance required in the workplace. All assessment is conducted and submitted via the TAFE Queensland Connect learning management system.
Pathways	Further training pathways from this qualification include: Certificate IV in Laboratory Techniques MSL40122.
Fees (Additional to SRS charges)	Please refer to the 2027 Schedule of Fees on RSHS website
Further Information	Contact the School's VET HOD/RTO Manager, Mr Ben Vikionkorpi for information regarding support services including Language, Literacy and Numeracy, Assistive Technology, additional tutorials, other mechanisms e.g. assistance in using technology for online delivery components and other general VET information. Students will be provided with access to further information via TAFE Queensland's website; TAFE Queensland's Connect (Online) site or via the school's publication prior to enrolment.
Service Agreement	This is a 1 year course of delivery and assessment. Redcliffe State High School will ensure that the students under this qualification will be provided with every opportunity to complete the course as per the rights and obligations outlined in the enrolment process and information provided. Students successfully achieving all course requirements will be issued with a nationally recognised Qualification by TAFE Queensland (RTO). Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Redcliffe SHS has entered an agreement and will provide student support services, and conduct training and assessment on behalf of TAFE Queensland. TAFE Queensland is responsible for the quality of the training and assessment services and the issuing of the AQF certification documentation.

[Certificate III in Sport, Aquatics and Recreation](#)
[Including Certificate II in Sport and Recreation](#)
[\(Girls Sport and Fitness Academy class\)](#)



Subject fee applicable

RTO: Binnacle Training (31319)

Qualification: SIS30322 – Certificate III in Sports, Aquatics and Recreation; SIS20122 – Certificate II in Sport and Recreation; maximum 8 QCE credits

Specific Information	This course of our Girls Sport and Fitness Academy Program and participants must qualify for entry. Excursions and/or camps will be conducted at times throughout the course. Competitions will be entered both at State and Local standard. A very high level of participation is compulsory.
-----------------------------	--

	Activities covered include Netball, Rugby 7s, Touch Football, Volleyball, and Competitive Sports
Qualification Description	This qualification reflects the role of individuals with well-developed skills and knowledge to deliver recreational services. Students assist with facilitation of sport and recreation programs within their school community including: - Officiating games - Conducting coaching sessions - Community sport, fitness and recreation programs
Entry Requirements	There are no entry requirements for this qualification.
Qualification Packaging Rules	18 Units of competency
Core HLTAID011 SISXIND011 BSBPEF301 SISSPAR009 BSBPEF202 BSBSUS211 HLTWHS001 SISXFAC006 SISXCCS004 SISXEMR003 BSBPEF302 BSBTWK201 SISSCC001 SISOFLD001 SISXPLD004 BSBWHS308 HLTAID009 SISXPLD002 Optional Additional Units SIPXWHS001 SISXIND009 BSBOPS304 HLTAID010	Competency: Provide first aid Maintain sport, fitness and recreation knowledge Organise personal work priorities Participate in conditioning for sport Plan and apply time management Participate in sustainable work practices Participate in workplace health and safety Maintain activity equipment Provide quality service Respond to emergency situations Develop self-awareness Work effectively with others Conduct sport coaching sessions with foundation level participants Assist in conducting recreation sessions Facilitate groups Participate in WHS hazard identification, risk assessment and risk control processes Provide cardiopulmonary resuscitation Deliver recreation sessions Competency: Work safely Respond to interpersonal conflict Deliver and monitor a service to customers Provide basic emergency life support
Learning Experiences	- Community and conditional programs - Participate in conditioning sessions - Introduction to Anatomy and Physiology - Plan and deliver group conditioning sessions - Plan and deliver one-on-one cardio program - Deliver outdoor recreation sessions - Sport-specific coaching programs - Developing self-awareness - Working effectively with others - Responding to interpersonal conflict

	- Officiating sports
Assessment	Assessment is competency based and therefore no levels of achievements are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include Evidence gathering methods may include: - Direct observation checklist - Direct verbal or written questions and scenarios - Folio of workplace tasks and documents - Practical tasks/experience. Satisfactory participation in each practical unit is essential as assessment is ongoing throughout the course.
Pathways	A range of career pathway options including club level official and/or coach, and Certificate IV in Fitness.
Fees (Additional to SRS charges)	Please refer to the 2027 Schedule of Fees on RSHS website
Further Information	Contact the HOD Vocational Education and Training, Ben Vikionkorpi, bwiki2@eq.edu.au .
Service Agreement	This is a 2 year course of delivery and assessment. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit, but not the full qualification, will receive a Statement of Attainment. This information is correct at the time of publication but may be subject to change. Redcliffe SHS has entered an agreement and will provide student support services, and conduct training and assessment on behalf of Binnacle Training.

For more information from Binnacle Training, please see [Appendix 4](#).

Instrumental Music

Subject fees applicable

Students in Years 11 and 12 who opt to study Instrumental Music, may be awarded one QCE credit point when completing each of levels 7-10 of Education Queensland's instrumental music curriculum. Students engage with the Instrumental Music Program at the appropriate level, attend weekly group lessons (1x 35 minutes outside of school time) and participate in school ensembles.

Expressions of Interest should be made to the Head of Department –Creative Industries before the end of Term 1 each year so that students can be enrolled to complete this accreditation.

QCE Credits:

1 point each for completion of levels 7, 8, 9 & 10.

School-Based Apprenticeships and Traineeships

Why do a SAT?

Australian School-based apprenticeships and traineeships allow students to train and do paid work in a chosen apprenticeship or traineeship while still at school completing the Senior Phase of Learning.

Specific training related to an SAT may occur at the worksite, at school, TAFE/Skills Tech or a private training college.

A SAT represents one of the student's six subjects.

What is a SAT?

Students undertaking a SAT:

- Attend work part-time (usually one day per week and maybe some days during the school holidays)
- Attend school part-time (but are still considered full-time secondary school students)
- Usually undertake the off-the-job-training component of their apprenticeship/traineeship during school time.

What are the Benefits for students?

- Up to eight (8) credit points towards a QCE for an apprenticeship or traineeship (see the QCAA website or GO for points allocated)
- A head start in the job market
- Completion of a Vocational (VET) qualification (traineeship) and partial completion (apprenticeship)
- Paid employment for the time spent at work.
- Training with a registered training organisation
- An easier transition from school to work
- Gaining first-hand experience in the industry
- Using a VET qualification to access further courses.

How are SATs assessed?

Successful students work towards a Certificate II, III or IV. Most school-based apprenticeships transition to full-time beyond Year 12 and generally aim for a Certificate IV. Certificates are nationally endorsed by DTET (Department of Trade, Employment and Training) and AASN (Australian Apprenticeship Support Network). Assessment is competency based. Once competency in a unit is demonstrated students move onto the next unit (it is not reported via normal school reporting).

Selection Advice

School-based apprenticeships/traineeships are not automatic for all who want them. SAT's are a competitive market. School Based Traineeships must be completed before the student completes Year 12.

Step 1 Choose the right Apprenticeship/traineeship. To access a list of all apprenticeships or traineeships visit www.training.qld.gov.au See the Monthly Virtual Notice board on Compass for SAT opportunities.

Step 2 See someone you or your parents know who may want an apprentice/trainee, the Senior Schooling Virtual noticeboard on Compass, listen to notices and check other employment websites. Talk to the ILO - Senior Schooling team. They will assist with additional information and make a call to the potential employer to arrange work experience. Senior Schooling produce a monthly newsletter advertising local SAT opportunities.

Step 3 Once the employer has agreed, a training provider is selected by the employer.

Step 4 A Training Contract needs to be signed by the student, parent, employer, school and a training provider.

TAFE in Schools

The TAFE in Schools Program is available to all students who wish to study Vocational modules that are not offered at Redcliffe SHS. This program provides students with the opportunity to extend the areas in which they are studying and to gain some vocational training in an area of interest to them. Students can study a TAFE/Skills Tech course by attending a TAFE College and complete the modules offered. We work closely with TAFE South Bank, Bracken Ridge, Redcliffe and Caboolture Campuses and TAFE Queensland.

How does it work?

TAFE Brisbane offers the opportunity for high school students in Year 11 and Year 12 to enrol in a range of training options e.g. TAFE Brisbane one day a week during the school term over two years to complete a Certificate II, III or IV. Some extra days may be required for structured Work Placement.

How do students participate in courses?

Students who wish to study at TAFE should identify the course they want to undertake as part of the SET Plan process. They can do this by reviewing the online TAFE at Schools Guide. Hardcopies are available from Senior Schooling. Once students identify the course they want to undertake they liaise with the ILO in Senior Schooling who nominates the student for the course. Nominations typically open in week 2 of Term 3 for the following year's courses.

What costs are there?

Costs are detailed in the respective TAFE in Schools Course Guide. These guides are available on the TAFE website once released mid-year.

Some of the areas of study available at TAFE Brisbane (Caboolture, Redcliffe, Bracken Ridge, South Bank) are:

- Design Fundamentals
- Hairdressing
- Tourism and Events
- Information Technology
- Beauty services
- Crime and Justice Studies

- Health Services

Traditional Trades-based study areas available through Tafe Bracken Ridge were: Automotive, Electro technology, Engineering, Building and Construction, Plumbing

Students will attend TAFE one day per week.

For additional information on SAT's or TAFE, please contact the Senior Schooling Office. Please note that under the VetIS (Career Ready) funding agreement, a student cannot use VetIS funding and do a School Based Apprenticeship/Traineeship concurrently.

Glossary of Terms

Applied Subject

A practical-style senior subject that is generally focused on preparing students for vocational pathways, employment or further training. Applied subjects can contribute toward an ATAR, however only one Applied subject result can be included in an ATAR calculation.

ATAR (Australian Tertiary Admission Rank)

A rank used by universities to help select students for tertiary courses after Year 12. ATARs range from 0.00 to 99.95. The higher the ATAR, the more competitive university courses a student may be eligible for.

Certificate III Qualification

A nationally recognised vocational qualification that can contribute toward both a student's QCE and ATAR. Certificate III courses are often practical and industry-focused.

General Subject

An academically focused senior subject designed primarily for students considering university pathways. General subjects contribute directly to an ATAR.

Median Raw Result

The middle student result before QTAC scaling is applied. It gives an indication of typical student achievement within a subject.

Median Scaled Result

The middle student result after QTAC scaling has been applied. This gives an indication of how a subject scaled within the ATAR system for that year.

Pathway

The combination of subjects and learning experiences a student undertakes to help achieve their future goals after school, such as university, TAFE, apprenticeships, traineeships or employment.

Prerequisite

A subject or level of achievement required for entry into a particular university course or training pathway.

QCE (Queensland Certificate of Education)

The senior schooling qualification awarded to students who successfully complete the required learning and literacy/numeracy requirements during Years 11 and 12.

QTAC (Queensland Tertiary Admissions Centre)

The organisation responsible for calculating ATARs and processing most university applications in Queensland.

Scaling

A process used by QTAC to fairly compare student achievement across different subjects when calculating ATARs.

SET Plan (Senior Education and Training Plan)

A plan developed by students, families and the school during Year 10 that helps map out a student's intended senior schooling pathway and future goals.

TAFE

Technical and Further Education institutions that provide vocational education and training courses.

University Ready Pathway

A pathway primarily focused on General subjects and achieving the strongest possible ATAR for university entry.

Flexible Futures Pathway

A pathway that combines General subjects with Applied subjects and/or Certificate III qualifications to keep multiple post-school options open.

VET (Vocational Education and Training)

Practical, industry-based learning that leads to nationally recognised qualifications and workplace skills.

Work Ready Pathway

A pathway focused mainly on Applied subjects and VET qualifications that prepares students for employment, apprenticeships, traineeships or TAFE after school.

Appendices

1: Binnacle Training: Certificate III in Business

Binnacle Training 2027 Course Snapshot

2027 EDITION

BSB30120 CERTIFICATE III IN BUSINESS

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

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

The program will be delivered through class-based tasks as well as both simulated and real business environments at the school - involving the delivery of a range of projects and services within the school community.

This program also includes the following:

- › Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project - Binnacle Boss
- › Students examine business opportunities and participate in an Industry discovery

An excellent work readiness program where students develop a range of essential workplace skills.

SKILLS ACQUIRED

- › Leadership, innovation and creative thinking
- › Customer service and teamwork
- › Inclusivity and effective communication
- › WHS and sustainability
- › Financial literacy
- › Business documentation

CAREER PATHWAYS



WHAT DO STUDENTS ACHIEVE?

- › BSB30120 Certificate III in Business (max. 8 QCE Credits)
- › Successful completion of the Certificate III in Business may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

FLEXIBLE PROGRAMS

PROJECT-BASED LEARNING

RESOURCES PROVIDED



**Binnacle
Training**
RTO CODE 31319



1300 303 715
admin@binnacletraining.com.au
binnacletraining.com.au



BSB30120 CERTIFICATE III IN BUSINESS

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetable Line

*Please consult Binnacle Training to discuss
Fast-Track options.*

Units of Competency:
13 (6 Core Units, 7 Elective Units) plus 2
Optional Additional Units*

Suitable Year Level(s):
Year 11 and 12

Study Mode:
Combination of classroom and project-based
learning, online learning (self-study) and
practical work-related experience

Cost (Fee-For-Service):
\$395.00 per person

QCE Outcome:
Maximum 8 QCE Credits

The school has entered a Third Party
Agreement and will be recruiting
prospective VET students, providing
student support services, and
conducting training and assessment on
behalf of Binnacle Training.

A Language, Literacy, Numeracy and
Digital Literacy (LLND) screening
process is undertaken as part of pre-
enrolment in order to provide advice to
students on the suitability of the training
product.

TERM 1	TOPICS
	› Introduction to the Business Services Industry › Introduction to Entrepreneurship and Business › Introduction to Personal Finances
	PROJECTS
	› Research Business Topics
TERM 2	TOPICS
	› Research Topics and Create a Group Presentation › Workplace Health and Safety › Sustainable Work Practices
	PROJECTS
	› Group Presentation › WHS Processes at the 'Go! Regional' Travel Expo
TERM 3	TOPICS
	› Working in a Business Environment › Time Management
	PROJECTS
	› Developing Teamwork in the Workplace
TERM 4	TOPICS
	› Inclusive Work Practices › Engage in Workplace Communication
	PROJECTS
	› Inclusivity and Communication in the Workplace
TERM 5	TOPICS
	› Personal Finances
	PROJECTS
	› Personal Budget for the Future
TERM 6	TOPICS
	› Working in a Team › Critical Thinking Skills
	PROJECTS
	› Critical Thinking at Go! Travel
TERM 7 PART 1	TOPICS
	› Producing Simple Documents
	PROJECTS
	› Binnacle Boss - Business Proposal
TERM 7 PART 2 (OPTIONAL)	TOPICS
	› Designing and Producing Presentations
	PROJECTS
	› Deliver a Focus Group Presentation

UNITS OF COMPETENCY			
BSBPEF201	Support personal wellbeing in the workplace	BSBXTW301	Work in a team
BSBPEF301	Organise personal work priorities	BSBCRT311	Apply critical thinking skills in a team environment
FNSFLT311	Develop and apply knowledge of personal finances	BSBTEC301	Design and produce business documents
BSBWHS311	Assist with maintaining workplace safety	BSBWRT311	Write simple documents
BSBSUS211	Participate in sustainable work practices	BSBTEC201	Use business software applications
BSBXCM301	Engage in workplace communication	BSBTEC203	Research using the internet
BSBTWK301	Use inclusive work practices		
OPTIONAL ADDITIONAL UNITS OF COMPETENCY			
BSBCMM411	Make presentations*	BSBPEF402	Develop personal work priorities*

Please note this 2027 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as an RTO provides, and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). Access Binnacle's Product Disclosure Statement [here](#).

2: Binnacle Training: Certificate III in Fitness

Binnacle Training 2027 Course Snapshot

2027 EDITION

SIS30321 CERTIFICATE III IN FITNESS + SIS20122 CERTIFICATE II IN SPORT AND RECREATION

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres.

Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).

Students facilitate programs within their school community including:

- › Community fitness programs
- › Strength and conditioning for athletes and teams
- › 1-on-1 and group fitness sessions with male adults, female adults and older adult clients

WHAT DO STUDENTS ACHIEVE?

- › SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- › Entry qualification: SIS20122 Certificate II in Sport and Recreation
- › The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- › Community Coaching - Essential Skills Course (non-accredited), issued by [Australian Sports Commission](#)
- › Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)
- › A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport - These qualifications offered by another RTO.

CAREER PATHWAYS



SKILLS ACQUIRED

- › Client screening and health assessment
- › Planning and instructing fitness programs
- › Deliver 1-on-1 and group fitness programs
- › Exercise science and nutrition
- › Anatomy and physiology

FLEXIBLE PROGRAMS

PRACTICAL-BASED LEARNING

RESOURCES PROVIDED



**Binnacle
Training**
RTO CODE 31319



**Skills
Assure**
Proud to be a Queensland Government
subsidised training provider



1300 303 715

admin@binnacletraining.com.au
binnacletraining.com.au



SIS30321 CERTIFICATE III IN FITNESS + SIS20122 CERTIFICATE II IN SPORT AND RECREATION

(or as Standalone Qualification:
SIS30321 Certificate III in Fitness)

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

Units of Competency:
Standalone Qualification - 15 Units
Dual Qualification - Additional 4 Units*

Suitable Year Level(s):
Year 11 and 12

Study Mode:
Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

Cost (Fee-For-Service):
\$495.00 per person (Cert II entry qualification = \$395.00 + Cert III Gap Fee = \$100.00)
(+ First Aid \$75.00)

QCE Outcome:
Maximum 8 QCE Credits

The school has entered a Third Party Agreement and will be recruiting prospective VET students, providing student support services, and conducting training and assessment on behalf of Binnacle Training.

A Language, Literacy, Numeracy and Digital Literacy (LLND) screening process is undertaken as part of pre-enrolment in order to provide advice to students on the suitability of the training product.

TERM 1	TOPICS
	› Introduction to the Sport, Fitness and Recreation (SFR) Industry
PROGRAMS	
	› Assist with SFR Programs (Supervisor Delivery)
TERM 2	TOPICS
	› Introduction to Community Programs › Introduction to Conditioning Programs
PROGRAMS	
	› Community SFR Program (Student Delivery) › Participate in Conditioning Sessions (Supervisor Delivery)
TERM 3	TOPICS
	› Working in the SFR Industry - WHS and Provide Quality Service › Introduction to Anatomy and Physiology - The Cardiovascular System
PROGRAMS	
	› Plan and Deliver Group Conditioning Sessions › Plan and Deliver a One-on-one Cardio Program
TERM 4	TOPICS
	› Introduction to Anatomy and Physiology - The Musculoskeletal System › First Aid Course: HLTAID011 Provide First Aid
PROGRAMS	
	› Recreational Group Exercise Program
QUALIFICATION SCHEDULED FOR FINALISATION	
SIS20122 CERTIFICATE II IN SPORT AND RECREATION	
TERM 5	TOPICS
	› Anatomy and Physiology - Body Systems and Exercise › Health and Nutrition Consultations
PROGRAMS	
	› One-on-One Gym Program (Adolescent Client) › Plan and Conduct Sessions (Scenario Clients)
TERM 6	TOPICS
	› Screening and Health Assessments › Specific Population Clients (including Older Adults)
PROGRAMS	
	› Fitness Orientation Program: Client Orientation › Group Training Program: Plan and Instruct a Group Session
TERM 7	TOPICS
	› N/A (Practical Term)
PROGRAMS	
	Group Exercise and Gym-based One-on-One and Group Sessions: › Female and Male Adults aged 18+; and › Older adults aged 55+

UNITS OF COMPETENCY			
HLTWHS001	Participate in workplace health and safety	BSBPEF301	Organise personal work priorities
SISXIND011	Maintain sport, fitness and recreation industry knowledge	BSBOPS304	Deliver and monitor a service to customers
BSBSUS211	Participate in sustainable work practices	SISFFIT035	Plan group exercise sessions
BSBPEF202	Plan and apply time management*	SISFFIT036	Instruct group exercise sessions
SISPAR009	Participate in conditioning for sport*	SISFFIT032	Complete pre-exercise screening and service orientation
SISXCCS004	Provide quality service	SISFFIT033	Complete client fitness assessments
SISXEMR003	Respond to emergency situations	SISFFIT052	Provide healthy eating information
HLTAID011	Provide First Aid	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISOFLD001	Assist in conducting recreation sessions*	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISXFAC006	Maintain activity equipment*	* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as additional bonus units on the Statement of Attainment	

Please note this 2027 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as an RTO provides, and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). Access Binnacle's Product Disclosure Statement [here](#).

3: Connect 'n' Grow: Certificate III in Health Services Assistance

Delivered in Partnership with Connect 'n' Grow® RTO number: 40518																											
HLT33115 Certificate III in Health Services Assistance (including HLT23221 Certificate II in Health Support Services)																											
Qualification description Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people. Refer to training.gov.au for specific information about the qualification. Entry requirements There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework. International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information. Duration and location This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow®.	Delivery modes A range of delivery modes will be used during the teaching and learning of this qualification. These include: • face-to-face training • practicals and scenarios • online learning Fees The cost of this course is \$1198 and is correct at the time of printing. Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow® to explore potential options. QCE Credits Maximum 8 (up to 4 QCE Credits for completion of the Certificate II and up to a further 4 QCE credits for completion of the Certificate III).																										
Course units Year 1 (Certificate II units) <table border="1"> <thead> <tr> <th>Unit code</th><th>Title</th></tr> </thead> <tbody> <tr> <td>CHCCOM005</td><td>Communicate and work in health or community services *</td></tr> <tr> <td>HLTWHS001</td><td>Participate in workplace health and safety *</td></tr> <tr> <td>CHCDIV001</td><td>Work with diverse people *</td></tr> <tr> <td>HLTINF006</td><td>Apply basic principles and practices of infection prevention and control *</td></tr> <tr> <td>CHCCCS010</td><td>Maintain a high standard of Service *</td></tr> <tr> <td>HLTHSS011</td><td>Maintain stock inventory</td></tr> <tr> <td>BSBPEF202B</td><td>Plan and apply time management</td></tr> <tr> <td>BSBINS201</td><td>Process and maintain workplace information</td></tr> <tr> <td>HLTHSS009</td><td>Perform general cleaning tasks in a clinical setting</td></tr> <tr> <td>HLTWHS005</td><td>Conduct manual tasks safely</td></tr> <tr> <td>BSBOPS203</td><td>Deliver a service to customers</td></tr> <tr> <td>CHCPRP005</td><td>Engage with health professionals and the health system *</td></tr> </tbody> </table> *units Credit Transferred from Cert II into the Cert III	Unit code	Title	CHCCOM005	Communicate and work in health or community services *	HLTWHS001	Participate in workplace health and safety *	CHCDIV001	Work with diverse people *	HLTINF006	Apply basic principles and practices of infection prevention and control *	CHCCCS010	Maintain a high standard of Service *	HLTHSS011	Maintain stock inventory	BSBPEF202B	Plan and apply time management	BSBINS201	Process and maintain workplace information	HLTHSS009	Perform general cleaning tasks in a clinical setting	HLTWHS005	Conduct manual tasks safely	BSBOPS203	Deliver a service to customers	CHCPRP005	Engage with health professionals and the health system *	Assessment Assessment is competency based. Assessment techniques include: • observation • folios of work • questionnaires • written and practical tasks Work experience Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability. Connect 'n' Grow® considers industry experience to be a very important inclusion of the Certificate III qualifications. Pathways Potential options may include: • Various Certificate IV qualifications • Diploma of Nursing • Bachelor Degrees (B.Nursing) • entry level employment within the health industry.
Unit code	Title																										
CHCCOM005	Communicate and work in health or community services *																										
HLTWHS001	Participate in workplace health and safety *																										
CHCDIV001	Work with diverse people *																										
HLTINF006	Apply basic principles and practices of infection prevention and control *																										
CHCCCS010	Maintain a high standard of Service *																										
HLTHSS011	Maintain stock inventory																										
BSBPEF202B	Plan and apply time management																										
BSBINS201	Process and maintain workplace information																										
HLTHSS009	Perform general cleaning tasks in a clinical setting																										
HLTWHS005	Conduct manual tasks safely																										
BSBOPS203	Deliver a service to customers																										
CHCPRP005	Engage with health professionals and the health system *																										
Course units Year 2 (Certificate III units) <table border="1"> <thead> <tr> <th>Unit code</th><th>Title</th></tr> </thead> <tbody> <tr> <td>HLTAAP001</td><td>Recognise healthy body systems</td></tr> <tr> <td>BSBMED301</td><td>Interpret and apply medical terminology</td></tr> <tr> <td>BSBWOR301*</td><td>Organise personal work priorities and development</td></tr> <tr> <td>BSBPEF301</td><td>Organise personal work priorities</td></tr> <tr> <td>HLTAID011</td><td>Provide first aid</td></tr> <tr> <td>HLTAID009</td><td>Provide cardiopulmonary resuscitation</td></tr> <tr> <td>HLTAID010</td><td>Provide basic emergency life support</td></tr> <tr> <td>CHCINM002</td><td>Meet community information needs</td></tr> <tr> <td>CHCCCS009</td><td>Facilitate responsible behaviour</td></tr> <tr> <td>CHCDIV002</td><td>Promote Aboriginal and/or Torres Strait Islander cultural safety</td></tr> </tbody> </table>	Unit code	Title	HLTAAP001	Recognise healthy body systems	BSBMED301	Interpret and apply medical terminology	BSBWOR301*	Organise personal work priorities and development	BSBPEF301	Organise personal work priorities	HLTAID011	Provide first aid	HLTAID009	Provide cardiopulmonary resuscitation	HLTAID010	Provide basic emergency life support	CHCINM002	Meet community information needs	CHCCCS009	Facilitate responsible behaviour	CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	Obligation Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Connect 'n' Grow®. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.				
Unit code	Title																										
HLTAAP001	Recognise healthy body systems																										
BSBMED301	Interpret and apply medical terminology																										
BSBWOR301*	Organise personal work priorities and development																										
BSBPEF301	Organise personal work priorities																										
HLTAID011	Provide first aid																										
HLTAID009	Provide cardiopulmonary resuscitation																										
HLTAID010	Provide basic emergency life support																										
CHCINM002	Meet community information needs																										
CHCCCS009	Facilitate responsible behaviour																										
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety																										

4: Binnacle Training: Certification III in Sport, Aquatics and Recreation

Binnacle Training 2027 Course Snapshot

2027 EDITION

SIS30122 CERTIFICATE III IN SPORT, AQUATICS AND RECREATION + SIS20122 CERTIFICATE II IN SPORT AND RECREATION

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

This qualification reflects the role of individuals with well-developed skills and knowledge to deliver recreational services.

Students assist with facilitation of sport and recreation programs within their school community including:

- › Officiating games
- › Conducting coaching sessions
- › Community sport, fitness and recreation programs

Available with a 'General' or 'Sport Specialty' Coaching and Officiating outcome - AFL, NRL, Netball, Rugby Union or Choose Your Own Sport!

WHAT DO STUDENTS ACHIEVE?

- › SIS30122 Certificate III in Sport, Aquatics and Recreation (max. 6 QCE Credits). Completing the 'Term 7 Part 2 Add-On' as well can result in a maximum 8 QCE Credits
- › Entry qualification: SIS20122 Certificate II in Sport and Recreation (only in Dual Qualification)
- › The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- › Community Coaching - Essential Skills Course (non-accredited), issued by [Australian Sports Commission](#)
- › A range of career pathway options including Club Level Official and/or Coach
- › Successful completion of the Certificate III in Sport, Aquatics and Recreation may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

CAREER PATHWAYS



SKILLS ACQUIRED

- › Officiating games or competitions
- › Coaching beginner participants to develop fundamental skills
- › Effective communication skills
- › Use digital technologies in sports environments

FLEXIBLE PROGRAMS

PRACTICAL-BASED LEARNING

RESOURCES PROVIDED



**Binnacle
Training**
RTO CODE 31319



**Skills
Assure**
Proud to be a Queensland Government
subsidised training provider



1300 303 715
admin@binnacletraining.com.au
binnacletraining.com.au



SIS30122 CERTIFICATE III IN SPORT, AQUATICS AND RECREATION + SIS20122 CERTIFICATE II IN SPORT AND RECREATION

(or as Standalone Qualification:
SIS30122 Certificate III in Sport,
Aquatics and Recreation)

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

Units of Competency:
Standalone Qualification -15 Units
Dual Qualification - Additional 3 Units*

Suitable Year Level(s):
Year 11 and 12

Study Mode:
Combination of classroom and project-based
learning, online learning (self-study) and
practical work-related experience

Cost (Fee-For-Service):
\$495.00 per person (Cert II entry qualification
= \$395.00 + Cert III Gap Fee = \$100.00)
(+ First Aid \$75.00)

QCE Outcome:
Maximum 6 QCE Credits (Standalone
Qualification) or 7 QCE Credits (Dual
Qualification).
* Completing the Optional Term 7 Add-on as
well can result in a maximum 8 QCE Credits

The school has entered a Third Party
Agreement and will be recruiting
prospective VET students, providing
student support services, and
conducting training and assessment on
behalf of Binnacle Training.

A Language, Literacy, Numeracy and
Digital Literacy (LLND) screening
process is undertaken as part of pre-
enrolment in order to provide advice to
students on the suitability of the training
product.

TERM 1	TOPICS
	› Introduction to the Sport, Fitness and Recreation (SFR) Industry
	PROGRAMS
	› Assist with SFR Programs (Supervisor Delivery)
TERM 2	TOPICS
	› Introduction to Community Programs › Introduction to Conditioning Programs
	PROGRAMS
	› Community SFR Program (Student Delivery) › Participate in Conditioning Sessions (Supervisor Delivery)
TERM 3	TOPICS
	› Working in the SFR Industry - WHS and Provide Quality Service › Introduction to Anatomy and Physiology - The Cardiovascular System
	PROGRAMS
	› Plan and Deliver Group Conditioning Sessions › Plan and Deliver a One-on-one Cardio Program
TERM 4	TOPICS
	› Anatomy and Physiology - The Musculoskeletal System › First Aid Course: HLTAID011 Provide First Aid
	PROGRAMS
	› Recreation Group Exercise Program
QUALIFICATION SCHEDULED FOR FINALISATION	
SIS20122 CERTIFICATE II IN SPORT AND RECREATION	
TERM 5	TOPICS
	› Deliver Outdoor Recreation Sessions
	PROGRAMS
	› Deliver Outdoor Recreation Sessions
TERM 6	TOPICS
	› Sport-Specific Coaching Program › Developing Self-Awareness
	PROGRAMS
	› Plan and Deliver a Sport Development Program › Plan and Deliver a Community Recreation Session for Children
TERM 7 PART 1 (Compulsory)	TOPICS
	› Round-Robin Tournaments › Working Effectively with Others › Responding to Interpersonal Conflict
	PROGRAMS
	› Plan and Deliver a Round-Robin Tournament › Role-play Conflict Scenarios
TERM 7 PART 2 OPTIONAL- ADD-ON:	TOPICS
	› Officiating Sports
	PROGRAMS
	› Officiate Modified Games

UNITS OF COMPETENCY			
HLTAID011	Provide First Aid	BSBPEF302	Develop self-awareness
SISXIND011	Maintain sport, fitness and recreation knowledge	BSBTWK201	Work effectively with others
BSBPEF301	Organise personal work priorities	SISSSCO001	Conduct sport coaching sessions with foundation level participants
SISSPAR009	Participate in conditioning for sport	SISOFLD001	Assist in conducting recreation sessions*
BSBPEF202	Plan and apply time management*	SISXPLD004	Facilitate groups
BSBSUS211	Participate in sustainable work practices*	BSBWH308	Participate in WHS hazard identification, risk assessment and risk control processes
HLTWHS001	Participate in workplace health and safety	HLTAID009	Provide cardiopulmonary resuscitation
SISXFAC006	Maintain activity equipment	SISXPLD002	Deliver recreation sessions
SISXCCS004	Provide quality service	TERM 7 ADD-ON UNITS OF COMPETENCY	
SISXEMR003	Respond to emergency situations	SIRXWHS001	Work safely
* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as additional bonus units on the Statement of Attainment		SISXIND009	Respond to interpersonal conflict
		BSBOPS304	Deliver and monitor a service to customers
		HLTAID010	Provide basic emergency life support (Completed as part of Provide First Aid - HLTAID011)

Please note this 2027 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as an RTO provides, and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). Access Binnacle's Product Disclosure Statement [here](#).