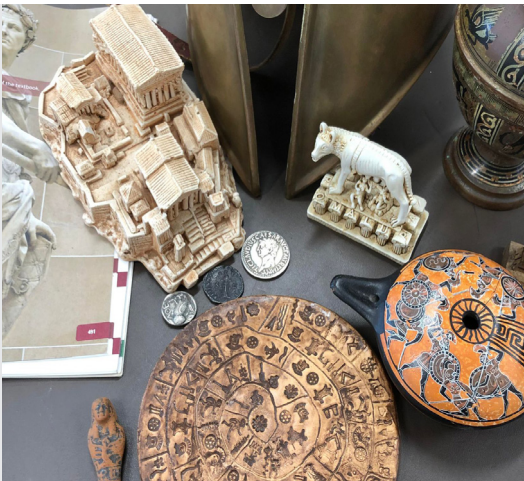


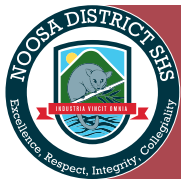


**NOOSA**  
**DISTRICT SHS**  
*Excellence, Respect, Integrity, Collegiality*  
An Independent Public School

# Senior Schooling Pathway Options



# 2027



# Welcome to NDSHS

Dear Parents / Carers and Students

Year 10 is an exciting period in every students' learning journey as they navigate the transition from compulsory education to Senior Schooling and their preparation for their chosen career pathway. This time requires great support both at home and school to ensure every student is making the best choices for their lives. This is why at Noosa District State High School we create a substantive, 12 month preparation program in Year 10; to ensure every student is succeeding.

Once students commence their senior schooling, they will have made a commitment to engage in 6 courses of study. These studies will culminate for students to achieve:

- a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA); and
- an Australian Tertiary Admission Rank (ATAR) of value and/or
- a Certificate III or higher qualification.

These achievements will ensure every graduate is able to successfully transition to tertiary study or work. The preparation to see this success for every student begins in Year 10 through the year long Soaring program. Mapped to the DoE *Pathways to a Successful Future* policy, this program supports students through career exploration and a deep investigation in to the best options for their strengths and interests. This program culminates in term 3 with SETPlan, where students present to a staff member and family member their planned career pathway and preferred Senior Subjects.

Noosa District State High School offers a wide range of subjects and courses designed to meet the needs of all our students, which embodies our School vision of 'Excellence Through Diversity'. Every students' career journey is unique, and at Noosa District SHS we celebrate individuality and embrace students' success in all possible areas.

This handbook supports students on the journey from Year 10 to Year 11, and provides a point of truth when deciding on Senior subject selections. Students can often feel overwhelmed with options, and the expectations on what subjects they should select. However, there are two key criteria to use when deciding the right subjects for them:

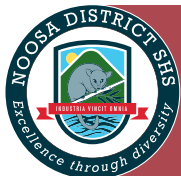
1. Choose subjects they enjoy;
2. Choose subjects they can be successful in.

With this criteria, it sets students up for success. This handbook will outline further some other considerations in subject selections, such as requirements for an ATAR pathway and difference between VET options. If students have questions after reading this handbook, they are able to seek out more information from School staff, including the Deputy Principal and the Guidance Officer.

We wish every child success as they travel through their senior years. Our hope is for families to become involved in the learning and extracurricular opportunities offered to our seniors. We look forward to working with all our Year 10 families throughout the Soaring program including SETPlan and subject selection. We wish you all well in the next part of your educational journey!

Stacy Wilmore  
Principal

Catherine Seaniger  
Deputy Principal – Senior School



# Senior Schooling at NDSHS

The purpose of the Senior Phase of Education at Noosa District State High School is to gain a Queensland Certificate Individual Attainment (QCIA) or Queensland Certificate of Education (QCE) as well as an ATAR of worth and/or Certificate III or higher.

To make a good decision for choosing subjects, the first decision is whether a student's final aim is a pathway to further tertiary study or a vocational pathway. This, together with an analysis of subjects students achieve well at and enjoy, leads to the selection of appropriate subjects.

Students need to choose 6 subjects from our selection of subjects. To be ATAR eligible, students must complete a minimum of 5 General Subjects.

## General Subjects

General subjects are academically challenging subjects that students will study if they are on an ATAR pathway and would like to go to university.

An expectation of a C or higher in Year 10 English and Maths is recommended for any General subject.

All general subjects have an external exam at the end of Year 12.

## Applied Subjects

Applied subjects are not as rigorous as General subjects and they do not have external exams, except for Essential English and Essential Maths which have one external piece of assessment in term 2, Year 12. Applied subjects are often more practical than General subjects and have a work focus.

## Vocational Pathway

VET courses are nationally recognised courses that are delivered through an RTO either at school or through an external provider.

School based traineeships and apprenticeships include a VET qualification.

## Other Contributions to QCE

There are also opportunities for studies that are done with other organisations to be recorded on the Senior Statement.

**Recorded Subjects** – They may be studied outside the school curriculum but may be recorded as a contribution to the QCE (eg AMEB or Trinity College of Music). These results are sent directly by the Registered Training Organisation to the QCAA. They are recorded on with the student's Senior Education Profile (SEP).

Organisation or other organisation to the QCAA.

## SUBJECT SELECTION PROTOCOLS AT NDSHS

Students should pass English and Maths in Year 10 to enter any General subject.

Students choose 6 subjects, one from each line.

ATAR eligibility requires the completion of a minimum of 5 General Subjects or 4 General Subjects plus an Applied Subject or a Certificate III or higher. The School recommends for an ATAR of worth that students select at least 5 General subjects.

VET Certificates must be fully completed to gain core credit for a QCE.

School based Traineeships and Apprenticeships are organised with the School Industry Liaison Officer once sign up has occurred and the student has commenced their Senior timetable.

## Queensland Certificate of Education (QCE)

Unless in agreement for a QCIA, all senior students at Noosa District State High School are enrolled to be eligible for a Queensland Certificate of Education. Following every assessment cycle, there is a monitoring process to ensure students are on track to gain a QCE.

## Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the achievements of students whose learning is part of an individual learning program. It is an official record that students have completed at least 12 years of education and provides students with a summary of their skills and knowledge to present to employers and training providers. The Head of Diverse Learning manages the QCIA process and students who work towards this rather than a QCE.

## Requirements of QCE

Credits are banked into a Student Learning Account held by the QCAA. Successful achievement of all subjects and Certificates offered are banked. All General and Applied subjects accrue 4 credits. Certificate II qualifications accrue 2 - 4 credits, and Certificate III+ qualifications accrue between 5 and 8 QCE credits. Other credit contributions are determined by the specific course and are listed in the Subject pages.

## To gain a QCE, students need to have met



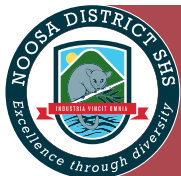
## Academic Good Standing

As the core business of Noosa District State High School is education, when students enrol in senior subjects they commit themselves to active participation in their course of study. This focus on learning is essential for students to achieve their best. Students need to be attending, participating and not disrupting the learning of others.

## Maintaining Good Standing requires

- Satisfactory attendance and punctuality.
- Genuine participation in the subjects chosen. This includes acceptable behaviour, application to work and submission of assessment.
- Completing all set homework.
- Completing work for classes missed due to absence for any reason.
- Acting in compliance with the behaviour & uniform requirements of senior students.

Loss of good standing can lead to withdrawal from subjects and ultimately, to a review of enrolment.



## QUEENSLAND CURRICULUM AND ASSESSMENT AUTHORITY (QCAA)

In 2006, the Queensland Government introduced new laws which require young people to be earning or learning. After Year 10, students are now able to consider a much wider range of learning options. To make the most of these options, students will need a Senior Education and Training Plan (SET Plan). A SET Plan helps students work toward your goals in their senior years of schooling, and then on to further study and the world of work.

Noosa District State High School (along with all other senior secondary schools) is in partnership with the QCAA. The QCAA provides syllabuses, endorses school assessment, confirms senior work across the state, provides and schedules all external exams, and finally provides the Certification of senior results at the end of Year 12. The QCAA is responsible for:

The Student Education Profile. At the end of Year 12, students will receive a Student Education Profile (SEP), which consists of:

- Senior Statement of results
- Queensland Certificate of Education (QCE), if eligible
- Queensland Certificate of Individual Achievement (if eligible)
- Queensland Certificate of Education (QCE)
- Queensland Certificate OF Individual Achievement (QCIA)
- Senior Statement. The Senior Statement records what, when and where learning was undertaken, and the results achieved.

## Tertiary Entrance

### QUEENSLAND TERTIARY ADMISSIONS CENTRE (QTAC)

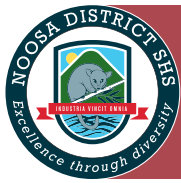
The Queensland Tertiary Admissions Centre (QTAC) will offer tertiary places to students. Criteria for offers are according to tertiary institutions, but may include:

- An ATAR
- A direct entry with a VET Qualification
- Auditions
- Additional Interviews/ Tests

More detailed information can be found on the QTAC website [www.qtac.edu.au](http://www.qtac.edu.au)

### ATAR

An ATAR is calculated from a student's 5 best General Subjects or best results in a combination of 4 General Subjects plus an Applied Subject or Certificate III or higher VET qualification. A satisfactory completion of a QCAA English Subject is also required. The ATAR score begins at 99.95 and concludes at less than 30.



Years 11 and 12 form the post-compulsory phase of schooling. Compulsory schooling finishes at age 16, whereas post-compulsory learning phase continues until 17 years of age. This means that you need to be in a learning program until you turn 17.

It is important to choose senior subjects carefully as these decisions may affect not only a student's feelings about school, and their level of achievement, but also the types of careers they can follow. Even though there are many factors to consider, choosing a course of study can be made easier if students go about the task calmly and logically.

At Noosa District SHS all students have a rich array of career guidance planned opportunities throughout the year that are part of the whole school embedded career education unique to Noosa District SHS.

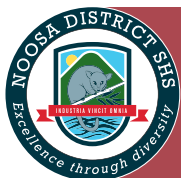
All Year 10 students are encouraged to access the QTAC (tertiary pathways), TAFE and/or myfutures websites before SETPlan and finalising their Senior subjects, so they understand the requirements needed for their chosen career pathways.

## **GUIDELINES FOR SUBJECT SELECTION:**

- Ask yourself the question – “What do I want to graduate with?”
  - > Q.C.E. - Queensland Certificate of Education - Choose subjects that you will pass each semester.
  - > ATAR – To prepare for University and TAFE Diplomas. Check pre-requisites – Choose 4, 5 or 6 General subjects.
  - > VET – “Do I have subjects that will give me at least one certificate?” (school based or TAFE)
- Read each subject description fully and look at the related careers. Talk to Heads of Department and teachers of each subject. If possible, look at the textbook or class notes of a student currently doing the subject. From this information, you will have a good picture of what it would be like to study the subject.
- Make a decision on a combination of subjects that suits you.
- Make your own decisions - avoid choosing subjects because your friends are doing them or because someone else thinks you should.
- Choose for success - avoid choosing subjects because you have been told they will get you a high ATAR score. You will achieve your best results in subjects you enjoy studying.
- Choose for ability - avoid choosing subjects that are very difficult if you are not prepared to work hard at succeeding. Year 11 and 12 subjects require more effort and study than Year 10.
- Include Tertiary prerequisites and recommended/assumed learning for University or TAFE courses for which you may apply.
- Choose subjects that you enjoy and in which you achieve well, as this will give you the best chance of success. Careers will develop from that choice.
- Develop a picture of what each subject and your final course would be like

## **You will need to:**

- organise your time efficiently!
- develop good study habits!
- maintain good communication links with your teachers. If you don't understand something - ask questions!
- be self-directed - don't rely on teachers doing the work for you. You will be doing a lot of independent research work!



# Year 11 2027 – Subject List

Year 11 and 12 is a two year course of study (ie. the same subjects are studied continuously for 2 years). Therefore it is extremely important to make a **well-informed decision**.

Noosa District SHS intends to enrol students into a Senior Phase course which will assist them to reach their goals and to provide an environment which will nurture their personal, learning and social development.

Appropriate selection of senior subjects will be a crucial factor in achieving educational goals over the next two years. The information students collect will provide a basis for this choice.

During Year 11 and 12 students will study 6 subjects from the list below – One of which must be either English, Literature or Essential English and a second which is either Essential Maths, General Maths or Maths Methods.

Students who are wishing to be tertiary bound (ATAR eligible) must choose at least 5 General and either another General subject or at least one Certificate III or Applied Subject. Students choosing a vocational pathway are advised to select a Certificate III or higher.

Subject	General Subjects	Applied Subjects	VET
ENGLISH	General English Literature	Essential English	
MATHEMATICS	General Mathematics Mathematical Methods Specialist Mathematics	Essential Mathematics	
HUMANITIES	Ancient History Business Economics Modern History Japanese Philosophy & Reason– online via QVA	Tourism	Certificate III in Business Certificate IV in Justice Studies
SCIENCE	Agricultural Science Biology Chemistry Marine Science Physics Psychology – online via QVA	Aquatic Practices	Certificate III in Agriculture
HEALTH & PHYSICAL EDUCATION	Health Physical Education	Sports and Recreation	Certificate III in Fitness Cert III in Sport, Aquatic & Recreation
PERFORMING ARTS	Drama Music Film, Television & New Media Visual Art	Dance in Practice Music in Practice Visual Art in Practice	Certificate III in Screen and Media
TECHNOLOGIES	Design		Certificate II Engineering Pathways Certificate II Construction and Building Pathways Certificate III in Hospitality Certificate III in Information Technology

Year 11 and 12	Minimum Standards	Recommended Prior Learning
<b>General Subjects</b>		
Agricultural Science	C in English / C in Maths	Biology, Agriculture, Marine
Ancient History	C in English / C in Maths	History
Biology	C in English / C in Maths	Biology, Agriculture, Marine
Business	C in English / C in Maths	Business and Economics
Chemistry	C in English / C in Maths	Chemistry & Physics
Design	C in English / C in Maths	Design and Technologies
Drama	C in English / C in Maths	Drama
Economics	C in English / C in Maths	Business and Economics
Film , Television & New Media	C in English / C in Maths	Media
General English	C in English / C in Maths	English
General Maths	C in English / C in Maths	Maths or Maths Extension
Japanese	C in English / C in Maths	Japanese
Literature	C in English / C in Maths	English
Marine Science	C in English / C in Maths	Biology, Agriculture, Marine
Math Methods	C in English / C in Maths	Maths Extension
Modern History	C in English / C in Maths	History
Music	C in English / C in Maths	Music
Philosophy& Reason – online via QVA	C in English / C in Maths	A Humanities Subject
Physical Education	C in English / C in Maths	HPE
Physics	C in English / C in Maths	Chemistry & Physics
Psychology – online via QVA	C in English / C in Maths	A Science Subject
Specialist Maths	C in English / C in Maths	Maths Extension
Visual Art	C in English / C in Maths	Art
<b>Applied Subjects</b>		
Essential English		English
Essential Maths		Maths
Aquatic Practices		Science
Dance in Practice		Dance
Music in Practice		Music
Sport and Recreation		HPE or Certificate II in Public Safety
Tourism		History or Certificate II Public Safety
Visual Arts in Practice		Art
<b>Vocational Education Certificate Courses</b>		
Certificate III in Agriculture		Certificate II in Animal Care or Science
Certificate III in Business		Business and Economics
Certificate II Construction Pathways		Materials and Technologies Specialisations
Certificate II in Engineering Pathways		Materials and Technologies Specialisations
Certificate III in Fitness		HPE, Certificate II in Public Safety, Cert III Sport, Aquatics and Recreation
Certificate III in Hospitality		Certificate II Hospitality
Certificate III in Information Technology		Digital Studies
Certificate IV in Justice Studies		
Certificate III in Screen and Media		Certificate II Creative Industries or Media Studies
Cert III in Sport, Aquatic & Recreation		HPE or Sport & Recreation
Publication Date: 18 June 2026 Correct at time of publication 18 June 2026 but subject to change		

In Senior School, students will be required to pay for subject's unique fees to complete the course. These fees are costs to use disposable items, such as food items, wood materials, take home reading resources, etc. These fees are separate to the SRS fees.

Please note, these fees are correct at time of publication; and may be subject to change. Further information will be communicated during SETPlan and enrolment processes.

VET Pathway Subjects	Cost*
Aquatic Practices	\$290
Dance in Practice	\$50
Essential English	\$0
Essential Maths	\$0
Music in Practice	\$20
Sport and Recreation	\$75
Tourism	\$0
Visual Arts in Practice	\$200
Certificate II in Engineering Pathways*	\$0 (VETis)
Certificate III in Hospitality	\$250
Certificate III in Information Technology	TBC
Certificate IV in Justice Studies	\$750
Certificate II in Creative Industries	\$10
Certificate II in Construction Pathways*	\$0 (VETis)
Certificate III in Agriculture	\$100
Certificate III in Business	\$0
Certificate III in Fitness*	\$570
Certificate III in Screen and Media	TBC
Cert III in Sport, Aquatic & Recreation	\$495

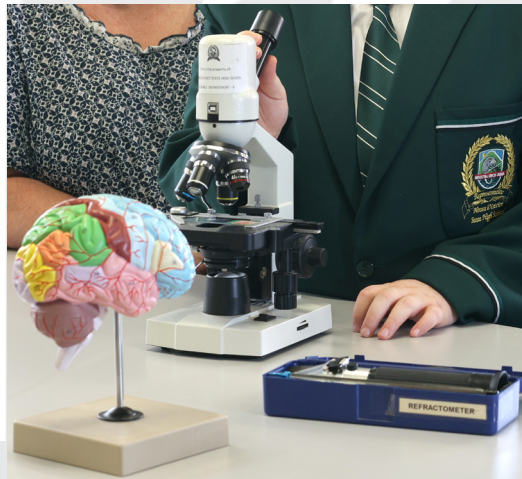
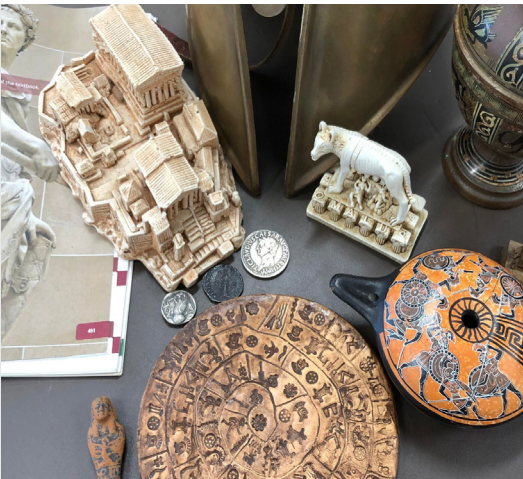
ATAR Pathway Subjects	Cost*
Agricultural Science	\$0
Ancient History	TBC
Biology	\$0
Business	\$0
Chemistry	\$0
Design	\$30
Drama	\$45
Economics	\$0
English - General	\$0
Film, TV & New Media	\$30
Health	\$30
Japanese	\$0
Literature	\$0
Marine Science	\$0
Mathematics – General	\$0
Mathematics – Methods	\$0
Mathematics – Specialist	\$0
Modern History	\$0
Music	\$20
Philosophy & Reason – online via QVA	\$0
Physical Education	\$65
Physics	\$0
Psychology – online via QVA	\$0
Visual Art	\$200

\*These subjects may be accessed using VETis funding, unless already used or intending to use for a traineeship or apprenticeship. Please visit <https://www.qld.gov.au/education/training/funded/vetis> for more information.



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# General Subjects



<b>Subject Type</b>	General subject
<b>Contributes</b>	Toward ATAR score, 4 credits towards QCE

## Pathways

A course of study in Agricultural Science can establish a basis for further education and employment in the fields of agriculture, horticulture, agronomy, ecology, food technology, aquaculture, veterinary science, equine science, environmental science, natural resource management, wildlife, conservation and ecotourism, biotechnology, business, marketing, education and literacy, research and development.

## Course Overview

Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. Agricultural Science aims to develop students':

- understanding of the importance of using science to predict possible effects of human and other activities and how the development of management plans or alternative technologies could minimise these effects and provide for a more sustainable future
- investigative skills and how agricultural production systems are managed through an understanding of plant and animal physiology, and how they can be manipulated to ensure productivity and sustainability
- ability to consider how environmental, social and financial factors can be used to evaluate production systems, and how research and innovation can be used and managed to improve food and fibre production
- ability to apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills) to understand how it works and how it may impact society

## Course Outline

Unit 1 – Year 11	Unit 2 – Year 11	Unit 3 – Year 12	Unit 4 – Year 12
<b>Agricultural systems</b> <ul style="list-style-type: none"> <li>• Agricultural enterprises A</li> <li>• Animal production A</li> <li>• Plant production A</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>• Management of renewable resources</li> <li>• Physical resource management</li> <li>• Agricultural management, research and innovation</li> </ul>	<b>Agricultural production</b> <ul style="list-style-type: none"> <li>• Animal production B</li> <li>• Plant production B</li> <li>• Agricultural enterprises B</li> </ul>	<b>Agricultural management</b> <ul style="list-style-type: none"> <li>• Enterprise management</li> <li>• Evaluation of an agricultural enterprise's sustainability</li> </ul>

## Assessment

Year 11			
Unit 1		Unit 2	
Formative - Unit 1 Examination		Formative - Research investigation	
Formative - Student experiment		Formative Unit 2 - Examination	
Year 12			
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 internal assessment (EA) - Examination	50%

<b>Subject Type</b>	General subject
<b>Contributes</b>	Toward ATAR score, 4 credits towards QCE

### Pathways

Archaeologist, Sociologist, Teacher, Librarian, Museum Technician, Historian, Researcher

### Course Overview

“Not to know what happened before one was born is always to be a child.” Cicero – 1st Century BC

Students of Ancient History will explore the causes and effects of significant past events, the impact of the life and work of major personalities on history, and the historical origins of political, social and economic institutions. Studying Ancient History can help students live more effectively as global citizens, assisting them to live purposefully, ethically and happily with others. Students must be able to make wise decisions and studying history can help them develop the knowledge, skills and values needed to make those decisions. Through studying history, students should be more ready to cope with the present and to influence the future.

### Course Outline

Unit 1	Unit 2	Unit 3	Unit 4
<b>Investigating the Ancient World</b> <ul style="list-style-type: none"> <li>Topic 1: Digging up the past</li> <li>Topic 7: Ancient societies: beliefs, rituals and funerary practices</li> </ul>	<b>Personalities in their Times</b> <ul style="list-style-type: none"> <li>Topic 1: Hatshepsut</li> </ul>	<b>Reconstructing the Ancient World</b> <ul style="list-style-type: none"> <li>Topic 4: Fifth Century Athens BCE</li> <li>Topic 7: Pompeii and Herculaneum</li> </ul>	<b>People, Power and Authority</b> <ul style="list-style-type: none"> <li>Topic 1.2: Greece: The Persian Wars</li> <li>Topic 2: Julius Caesar</li> </ul>

### Assessment

Year 11			
Unit 1		Unit 2	
Formative – Examination - short responses to historical sources		Formative – Investigation – historical essay based on research	
Formative – Investigation – independent source investigation			
Year 12			
Unit 3		Unit 4	
Summative - Examination - essay in response to historical sources	25%	Summative - Investigation – historical essay based on research	25%
Summative - Investigation – independent source investigation	25%	Summative – External examination – short responses to historical sources	25%

<b>Subject Type</b>	General subject
<b>Contributes</b>	Toward ATAR score, 4 credits towards QCE

### Pathways

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

### Course Overview

- Biology provides opportunities for students to engage with living systems. Biology aims to develop students':
- understanding of major biological concepts, theories and models related to Biological systems, and how they interconnect and impact society
  - sense of wonder and curiosity about life and respect for all living things and the environment
  - ability to plan and carry out field work, laboratory and other research investigations; interpret evidence
  - ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
  - ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres

### Course Outline

Unit 1 – Year 11	Unit 2 – Year 11	Unit 3 – Year 12	Unit 4 – Year 12
<b>Cells and multicellular organisms</b> <ul style="list-style-type: none"> <li>• Cells as the basis of life</li> <li>• Multicellular organisms</li> </ul>	<b>Maintaining the internal environment</b> <ul style="list-style-type: none"> <li>• Homeostasis</li> <li>• Infectious diseases</li> </ul>	<b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"> <li>• Describing biodiversity</li> <li>• Ecosystem dynamics</li> </ul>	<b>Heredity and continuity of life</b> <ul style="list-style-type: none"> <li>• DNA, genes and the continuity of life</li> <li>• Continuity of life on Earth</li> </ul>

### Assessment

Year 11			
Unit 1		Unit 2	
Formative - Unit 1 Examination		Formative- Research investigation	
Formative - Student experiment		Formative – Unit 1 & 2 - Examination	
Year 12			
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) - Examination	50%

<b>Subject Type</b>	General subject
<b>Contributes</b>	Toward ATAR score, 4 credits towards QCE

### Pathways

Business is a General subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. The study of Business provides opportunities for students to pursue entrepreneurial pathways and a wide range of careers in the public, private and not-for-profit sectors. This subject can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

### Course Overview

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Students will be challenged academically and exposed to authentic and real-life practices.

Students learn business concepts, theories and processes and strategies relevant to leadership, management and entrepreneurship. Students engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

### Course Outline

Unit 1 – Year 11	Unit 2 – Year 11	Unit 3 – Year 12	Unit 4 – Year 12
<b>Business creation</b> <ul style="list-style-type: none"> <li>Fundamentals of business</li> <li>Creation of business ideas</li> </ul>	<b>Business growth</b> <ul style="list-style-type: none"> <li>Establishment of a business</li> <li>Entering markets</li> </ul>	<b>Business diversification</b> <ul style="list-style-type: none"> <li>Competitive markets</li> <li>Strategic development</li> </ul>	<b>Business evolution</b> <ul style="list-style-type: none"> <li>Repositioning a business</li> <li>Transformation of a business</li> </ul>

### Assessment

Year 11			
Involve a range of opportunities designed to experience and respond to the types of assessment they will encounter in Units 3 and 4.			
Unit 1		Unit 2	
Formative - Combination Response		Formative - Feasibility Report	
Formative - Report			
Year 12			
Unit 3		Unit 4	
Summative internal assessment 1 – Examination	25%	Summative internal assessment 3 – Extended response – feasibility report	25%
Summative internal assessment 2 – Investigation Business Report	25%	Summative external assessment - Examination	25%

<b>Subject Type</b>	General subject
<b>Contributes</b>	Toward ATAR score, 4 credits towards QCE

## Pathways

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

## Course Overview

Chemistry is the study of materials and their properties and structure. Chemistry aims to develop students':

- appreciation of chemistry and its usefulness in understanding chemical theories, models and chemical systems and its usefulness in helping explain phenomena and solve problems
- knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills) and understand how it works and how it may impact society
- expertise in conducting scientific investigations including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature

## Course Outline

Unit 1 – Year 11	Unit 2 – Year 11	Unit 3 – Year 12	Unit 4 – Year 12
<b>Chemical fundamentals – structure, properties and reactions</b> <ul style="list-style-type: none"> <li>• Properties and structure of atoms</li> <li>• Properties and structure of materials</li> <li>• Chemical reactions – reactants, products and energy change</li> </ul>	<b>Molecular interactions and reactions</b> <ul style="list-style-type: none"> <li>• Intermolecular forces and gases</li> <li>• Aqueous solutions and acidity</li> <li>• Rates of chemical reactions</li> </ul>	<b>Equilibrium, acids and redox reactions</b> <ul style="list-style-type: none"> <li>• Chemical equilibrium systems</li> <li>• Oxidations and reduction</li> </ul>	<b>Structure, synthesis and design</b> <ul style="list-style-type: none"> <li>• Properties and structure of organic materials</li> <li>• Chemical synthesis and design</li> </ul>

## Assessment

Year 11			
Unit 1		Unit 2	
Formative - Unit 1 Examination		Formative- Student experiment	
Formative - Research investigation		Formative – Unit 2 Examination	
Year 12			
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) - Examination	50%

<b>Subject Type</b>	General subject
<b>Contributes</b>	Toward ATAR score, 4 credits towards QCE

### Pathways

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

### Course Overview

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

### Course Outline

Unit 1 - Year 11	Unit 2 - Year 11	Unit 3 - Year 12	Unit 4 - Year 12
<b>Design in Practice</b> <ul style="list-style-type: none"> <li>Topic 1: Experiencing design</li> <li>Topic 2: Design process</li> <li>Topic 3: Design Styles</li> </ul>	<b>Commercial Design</b> <ul style="list-style-type: none"> <li>Topic 1: Explore clients' needs and wants</li> <li>Topic 2: Develop collaborative design</li> </ul>	<b>Human-centred Design</b> <ul style="list-style-type: none"> <li>Topic 1: Designing with empathy</li> </ul>	<b>Sustainable Design</b> <ul style="list-style-type: none"> <li>Topic 1: Explore sustainable design opportunities</li> <li>Topic 2: Develop - redesign</li> </ul>

### Assessment

Year 11			
Unit 1		Unit 2	
Formative – Examination - Design Challenge		Formative – Project	
Formative – Project			
Year 12			
Unit 3		Unit 4	
Summative - 1. Examination - Design Challenge	15%	Summative - 3. Project	25%
Summative - 2. Project	35%	Summative – 4. External Exam - Design Challenge	25%

<b>Subject Type</b>	General subject
<b>Contributes</b>	Toward ATAR score, 4 credits towards QCE

## Pathways

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

## Course Overview

Drama is a vital and necessary component to a well rounded education. Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. Throughout their study of drama, students will learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes.

In Drama, students engage in learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

The unique learning that takes place in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities.

## Course Outline

Unit 1 – Year 11	Unit 2 – Year 11	Unit 3 – Year 12	Unit 4 – Year 12
<p><b>Share</b></p> <p>How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"> <li>• Cultural inheritances of storytelling</li> <li>• Verbatim Theatre</li> <li>• A range of linear and non-linear forms.</li> </ul>	<p><b>Reflect</b></p> <p>How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"> <li>• Realism,</li> <li>• Magical Realism</li> <li>• Associated conventions of styles and texts.</li> </ul>	<p><b>Challenge</b></p> <p>How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"> <li>• Theatre of Social Comment</li> <li>• Epic Theatre</li> <li>• Associated conventions of styles and texts.</li> </ul>	<p><b>Transform</b></p> <p>How can you transform dramatic practice?</p> <ul style="list-style-type: none"> <li>• Greek Theatre</li> <li>• Contemporary performance.</li> <li>• Physical Theatre</li> <li>• Inherited texts as stimulus.</li> </ul>

## Assessment

Year 11			
<b>Unit 1 &amp; 2</b>			
Involve a range of opportunities designed to experience and respond to the types of assessment they will encounter in Units 3 and 4.			
Year 12			
Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project – Practice –led project	35%
Summative internal assessment 2 (IA2): • Project – Dramatic Concept	20%	Summative External assessment (EA): 25% • Examination – extended response	25%

<b>Subject Type</b>	General subject
<b>Contributes</b>	Toward ATAR score, 4 credits towards QCE

## Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, law, management, data analytics, business, accounting, finance, actuarial science and political science. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation and global society that values international awareness. It is a highly relevant subject to all careers and courses.

## Course Overview

The discipline of economics is integral to every aspect of our lives: spending, employment opportunities, social issues, environment, trade and living standards. The subject challenges us to use evidence and be innovation when solving problems in a world of complex global relationships and trends. A basic knowledge of economic forces and flows leads to better decisions. Decision-making is the core of this subject: how to use scarce resources to maximise well-being. Students develop knowledge and cognitive skills to comprehend, apply analytical processes to solve truly global issues. They examine data and information to determine validity, and consider economic policies from various perspectives and real world situations. Economic models and analytical tools are used to investigate and evaluate outcomes to draw conclusions. In the process, students appreciate ideas, viewpoints and values underlying economic issues that are reflected in nations all over the world.

## Course Outline

Unit 1 – Year 11	Unit 2 – Year 11	Unit 3 – Year 12	Unit 4 – Year 12
<b>Markets and models</b> <ul style="list-style-type: none"> <li>• Topic 1: The basic economic problem</li> <li>• Topic 2: Economic flows</li> <li>• Topic 3: Market forces</li> </ul>	<b>Modified markets</b> <ul style="list-style-type: none"> <li>• Topic 1: Markets and efficiency</li> <li>• Topic 2               <ul style="list-style-type: none"> <li>a) Environmental Economics</li> <li>b) Inequalities</li> <li>c) Market Concentration</li> </ul> </li> </ul>	<b>International economics</b> <ul style="list-style-type: none"> <li>• Topic 1: The global economy</li> <li>• Topic 2: International economic issues</li> </ul>	<b>Contemporary macroeconomics</b> <ul style="list-style-type: none"> <li>• Topic 1: Macroeconomic objectives and theory</li> <li>• Topic 2: Economic management</li> </ul>

## Assessment

Year 11			
Unit 1		Unit 2	
Formative – Exam (Combination Response)		Formative – Research Assignment (Report)	
Formative – Analytical Essay (Response to Stimulus)		Formative – Exam (Combination Response)	
Year 12			
Unit 3		Unit 4	
Summative – Exam: combination response	25%	Summative – Exam: extended response to stimulus	25%
Summative – Investigation: research report	25%	Summative – External Exam: combination response	25%

<b>Subject Type</b>	General subject
<b>Contributes</b>	May contribute toward ATAR score, 4 credits towards QCE

## Pathways

English 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 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 must pass their English subject to be eligible for an ATAR**

## Course Overview

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

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

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

## Course Outline

Unit 1 – Year 11	Unit 2 – Year 11	Unit 3 – Year 12	Unit 4 – Year 12
<b>Perspectives and texts</b> <ul style="list-style-type: none"> <li>• Texts in contexts</li> <li>• Language and textual analysis</li> <li>• Responding to and creating text</li> </ul>	<b>Texts and culture</b> <ul style="list-style-type: none"> <li>• Texts in contexts</li> <li>• Language and textual analysis</li> <li>• Responding to and creating texts</li> </ul>	<b>Textual connections</b> <ul style="list-style-type: none"> <li>• Conversations about issues in texts</li> <li>• Conversations about concepts in texts.</li> </ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"> <li>• Creative responses to literary texts</li> <li>• Critical responses to literary texts</li> </ul>

## Assessment

Year 11			
Unit 1		Unit 2	
1. Formative – Literary article		3. Formative – Exam narrative (seen)	
		4. Formative – Exam Analytical Essay (unseen)	
Year 12			
Unit 3		Unit 4	
1. Summative - Persuasive Speech	25%	3. Summative - Exam Narrative (seen)	25%
2. Summative - Literary Article	25%	4. Summative – External Exam (unseen)	25%

<b>Subject Type</b>	General subject
<b>Contributes</b>	Toward ATAR score, 4 credits towards QCE

## Pathways

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

## Course Overview

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. Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

## Course Outline

Unit 1 – Year 11	Unit 2 – Year 11	Unit 3 – Year 12	Unit 4 – Year 12
<b>Foundation</b> How are tools and associated processes used to create meaning? How are institutional practices influenced by social, political and economic factors How do signs and symbols, codes and conventions create meaning?	<b>Stories</b> How do representations function in stories? How does the relationship between narrative and meaning change in different contexts? How are media languages used to construct stories	<b>Participation</b> How do technologies enable or constrain participation? How do different contexts and purposes impact the participation of individuals and cultural groups? How is participation in institutional practices influenced by social, political and economic factors?	<b>Artistry</b> How do media artists use technologies to challenge practices? How do media artists portray people, places, events, ideas and emotions How do media artists use signs, symbols, codes and conventions to create meaning?

## Assessment

Year 11			
Unit 1		Unit 2	
Formative Assessment		Formative Assessment	
Year 12			
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 content project	25%	Summative external assessment (EA) – Examination – extended response	25%

<b>Subject Type</b>	General subject
<b>Contributes</b>	Toward ATAR score, 4 credits towards QCE

**Pathways**

A course of study in Japanese can establish a basis for further education and employment in many professions and industries, such as, business, hospitality, law, science, technology, sociology and education.

**Course Overview**

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts. The ability to communicate in an additional language such as Japanese is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students’ horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

NOTE: Senior Japanese may be a composite class of year 11 and 12 students.

**Course Outline**

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>My world</b></p> <ul style="list-style-type: none"> <li>Family/carers/peers</li> <li>Education</li> </ul>	<p><b>Exploring our world</b></p> <ul style="list-style-type: none"> <li>Travel and exploration</li> <li>Social Customs</li> <li>Japanese influences around the world</li> </ul>	<p><b>Our Society: Culture and Identity</b></p> <ul style="list-style-type: none"> <li>Unit 3 Information - Topics 1 and 2:               <ul style="list-style-type: none"> <li>Lifestyles and leisure</li> <li>The arts, entertainment, and sports</li> </ul> </li> <li>Groups in society</li> </ul>	<p><b>My Present: My future</b></p> <ul style="list-style-type: none"> <li>The Present</li> <li>Future Choices</li> </ul>

**Assessment**

Year 11 - 2027			
Unit 1		Unit 2	
Formative – Exam: extended response		Formative – Multimodal Presentation and interview	
Formative – Exam: short response			
Year 12 - 2028			
Unit 3		Unit 4	
Summative – Exam: short response	20%	Summative – Multimodal Presentation and interview	30%
Summative – Exam: combination response	25%	Summative – External Exam: combination response	25%

<b>Subject Type</b>	General subject
<b>Contributes</b>	Toward ATAR score, 4 credits towards QCE
<b>Fees</b>	Included in payment of SRS
<b>Minimum Standards</b>	C in English or History

## Pathways

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

## Course Overview

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning, and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to aging population trends. A demand for individualised health care services increases the need for health- educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

## Course Outline

Unit 1 – Year 11	Unit 2 – Year 11	Unit 3 – Year 12	Unit 4 – Year 12
<b>Resilience as a health resource</b> <ul style="list-style-type: none"> <li>Overnight camp to collect Mental Health data</li> </ul>	<b>Peers and family as resources for healthy living</b> <ul style="list-style-type: none"> <li>Elective topic: Alcohol and other drugs</li> </ul>	<b>Community as a resource for healthy living</b> <ul style="list-style-type: none"> <li>Elective topic 2: Road Safety</li> </ul>	<b>Respectful relationships in the post-schooling transition</b>

## Assessment

Year 11			
Unit 1		Unit 2	
Formative - internal assessment/s		Formative internal assessment/s	
Year 12			
Unit 3		Unit 4	
Summative internal assessment 1: Investigation - action research	25%	Summative internal assessment 3: Investigation - analytical exposition	25%
Summative internal assessment 2: Examination - extended response	25%	Summative external assessment: Examination	25%

<b>Subject Type</b>	General subject
<b>Contributes</b>	Toward ATAR score, 4 credits towards QCE

## Pathways

Literature 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 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 must pass Literature or English to be eligible for an ATAR**

## Course Overview

The subject Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- the skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts
- the skills to 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
- enjoyment and appreciation of literary texts and the aesthetic use of language
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

## Course Outline

Unit 1 – Year 11	Unit 2 – Year 11	Unit 3 – Year 12	Unit 4 – Year 12
<b>Introduction to literary studies</b> <ul style="list-style-type: none"> <li>• Representations of innocence and guilt</li> </ul>	<b>Intertextuality</b> <ul style="list-style-type: none"> <li>• Gothic fiction</li> </ul>	<b>Literature and identity</b> <ul style="list-style-type: none"> <li>• Unheard voices</li> </ul>	<b>Independent explorations</b> <ul style="list-style-type: none"> <li>• Tell me your story</li> </ul>

## Assessment

Year 11			
Unit 1		Unit 2	
Formative - Analytical Essay Exam (seen)		Formative - Imaginative written	
Formative - Spoken Multi-Modal		Formative - Analytical Essay Exam (unseen)	
Year 12			
Unit 3		Unit 4	
Summative - Analytical Essay Exam (seen)	25%	Summative - Imaginative written	25%
Summative - Spoken Multi-Modal	25%	Summative - External Exam (unseen)	25%

<b>Subject Type</b>	General subject
<b>Contributes</b>	Toward ATAR score, 4 credits towards QCE

### Pathways

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

### Course Overview

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources. Marine Science aims to develop students':

- understanding of oceanography, the concept of marine biology and the connectivity between marine systems
- ability to apply knowledge to consider the future of our oceans and techniques for managing fisheries
- knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills) and understand how it works and how it may impact society

### Course Outline

Unit 1 – Year 11	Unit 2 – Year 11	Unit 3 – Year 12	Unit 4 – Year 12
<b>Oceanography</b> <ul style="list-style-type: none"> <li>• An ocean planet</li> <li>• The dynamic shore</li> </ul>	<b>Marine biology</b> <ul style="list-style-type: none"> <li>• Marine ecology and biodiversity</li> <li>• Marine environmental management</li> </ul>	<b>Marine systems – connections and change</b> <ul style="list-style-type: none"> <li>• The reef and beyond</li> <li>• Changes on the reef</li> </ul>	<b>Ocean issues and resource management</b> <ul style="list-style-type: none"> <li>• Oceans of the future</li> <li>• Managing fisheries</li> </ul>

### Assessment

Year 11			
Unit 1		Unit 2	
Formative - Unit 1 Examination		Formative- Research investigation	
Formative - Student experiment		Formative – Unit 2 Examination	
Year 12			
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) - Examination	50%

<b>Subject Type</b>	General subject
<b>Contributes</b>	Toward ATAR score, 4 credits towards QCE

### Pathways

Teachers (pre-school, primary and secondary), Natural Science, Biologist, Accounting, Economics, Laboratory Assistant, Nursing, Information Technology, Banking Sector.

### Course Overview

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

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

It is strongly advised that students have successfully completed Maths in Year 10 before attempting General Mathematics.

### Course Outline

Unit 1 – Year 11	Unit 2 – Year 11	Unit 3 – Year 12	Unit 4 – Year 12
<ul style="list-style-type: none"> <li>• Topic 1: Consumer Arithmetic</li> <li>• Topic 2: Shape and Measurements</li> <li>• Topic 3: Graphs and Networks</li> <li>• Topic 4: Algebra</li> <li>• Topic 5: Linear Equations and their graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 1: Applications of linear equations and their graphs</li> <li>• Topic 2 : Application of Trigonometry</li> <li>• Topic 3: Matrices</li> <li>• Topic 4: Univariate Data Analysis 1.</li> <li>• Topic 5: Univariate Data Analysis 2.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 1: Bivariate Data Analysis 1</li> <li>• Topic 2: Bivariate Data Analysis 2</li> <li>• Topic 3: Time Series Analysis</li> <li>• Topic 4: Growth and Decay in Sequences</li> <li>• Topic 5: Earth Geometry and Time Zones</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 1: Loans, Investments and Annuities 1</li> <li>• Topic 2: Loans, Investments and Annuities 2</li> <li>• Topic 3: Graphs and Networks</li> <li>• Topic 4: Networks and Decision Mathematics 1</li> <li>• Topic 5: Networks and Decision Mathematics 1</li> </ul>

### Assessment

Year 11			
Unit 1		Unit 2	
Formative - internal assessment/s		Formative internal assessment/s	
Year 12			
Unit 3		Unit 4	
Summative internal assessment 1: Problem-solving and modelling task	20%	Summative internal assessment 3: Examination	15%
Summative internal assessment 2: Examination	15%	Summative external assessment: Examination	50%

<b>Subject Type</b>	General subject
<b>Contributes</b>	Toward ATAR score, 4 credits towards QCE

## Pathways

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

## Course Overview

Mathematics teaching and learning practices range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

It is strongly advised that students have successfully completed Maths Extension in Year 10 before attempting Mathematical Methods.

## Course Outline

Unit 1 – Year 11	Unit 2 – Year 11	Unit 3 – Year 12	Unit 4 – Year 12
<ul style="list-style-type: none"> <li>Topic 1: Surds and quadratic functions</li> <li>Topic 2: Binomial expansion and cubic functions</li> <li>Topic 3: Functions and relations</li> <li>Topic 4: Trigonometric functions</li> <li>Topic 5: Probability</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Exponential Functions</li> <li>Topic 2: The Logarithmic Functions</li> <li>Topic 3: Introduction to Differential Calculus</li> <li>Topic 4: Applications of Differential Calculus</li> <li>Topic 5: Further Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Differentiation of exponential and logarithmic functions</li> <li>Topic 2: Differentiation of trigonometric functions and differentiation rules</li> <li>Topic 3: Further applications of differentiation</li> <li>Topic 4: Introduction to integration</li> <li>Topic 5: Discrete random variables</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Further integration</li> <li>Topic 2: Trigonometry</li> <li>Topic 3: Continuous Random Variables and the Normal Distribution</li> <li>Topic 4: Sampling and proportions</li> <li>Topic 5: Interval estimates for proportions</li> </ul>

## Assessment

Year 11			
Unit 1		Unit 2	
Formative - internal assessment/s		Formative internal assessment/s	
Year 12			
Unit 3		Unit 4	
Summative internal assessment 1: Problem-solving and modelling task	20%	Summative internal assessment 3: Examination	15%
Summative internal assessment 2: Examination	15%	Summative external assessment: Examination	50%

<b>Subject Type</b>	General subject
<b>Contributes</b>	Toward ATAR score, 4 credits towards QCE

## Pathways

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

## Course Overview

Mathematics teaching and learning practices range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

Assumed knowledge, prior learning or experience

Specialist Mathematics is designed to be taken in conjunction with, or on completion of, Mathematical Methods. It is assumed that work covered in Mathematical Methods will be known before it is required in Specialist Mathematics.

Assumed knowledge refers to the subject matter that teachers can expect students to know prior to beginning this subject. Emphasis is placed on the mastery of content, ensuring key concepts or procedures are learnt fully so they will not need reteaching.

Students should have attained a B level in Maths with Extension in Year 10.

## Course Outline

Unit 1 – Year 11	Unit 2 – Year 11	Unit 3 – Year 12	Unit 4 – Year 12
<ul style="list-style-type: none"> <li>Topic 1: Combinatorics</li> <li>Topic 2: Introduction to proof</li> <li>Topic 3: Vectors in the plane</li> <li>Topic 4: Algebra of vectors in two dimensions</li> <li>Topic 5: Matrices</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Complex Numbers</li> <li>Topic 2: Complex arithmetic and algebra</li> <li>Topic 3: Circle and geometric proofs.</li> <li>Topic 4: Trigonometry and Functions</li> <li>Topic 5: Matrices and transformations</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Further complex numbers</li> <li>Topic 2: Mathematical induction and trigonometric proofs</li> <li>Topic 3: Vectors in two and three dimensions</li> <li>Topic 4: Vector calculus</li> <li>Topic 5: Further matrices</li> </ul>	<ul style="list-style-type: none"> <li>Topic 1: Integration techniques</li> <li>Topic 2: Applications of integral calculus</li> <li>Topic 3: Rates of change and differential equations</li> <li>Topic 4: Modelling motion</li> <li>Topic 5: Statistical Inference</li> </ul>

## Assessment

Year 11			
Unit 1		Unit 2	
Formative - internal assessment/s		Formative internal assessment/s	
Year 12			
Unit 3		Unit 4	
Summative internal assessment 1: Problem-solving and modelling task	20%	Summative internal assessment 3: Examination	15%
Summative internal assessment 2: Examination	15%	Summative external assessment: Examination	50%

<b>Subject Type</b>	General subject
<b>Contributes</b>	Toward ATAR score, 4 credits towards QCE

### Pathways

A course of study in Modern History can lead to further education and employment in political science, international relations, academic research, diplomacy, the media, writing, law and many others.

### Course Overview

Modern History is a discipline-based subject where students examine traces of humanity’s recent past so they may form their own views about the Modern World. Through Modern History, students’ curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students learn that the past is contestable and tentative. They discover how the past consists of various perspectives and interpretations. Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures. Modern History has two main goals. Firstly, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Modern History aims to have students think historically and form a historical consciousness in relation to these same forces. Students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world.

### Course Outline

Unit 1 – Year 11	Unit 2 – Year 11	Unit 3 – Year 12	Unit 4 – Year 12
<b>Ideas in the Modern World</b> <ul style="list-style-type: none"> <li>• Australian Frontier Wars</li> <li>• Russian Revolution</li> </ul>	<b>Movements in the Modern World</b> <ul style="list-style-type: none"> <li>• Women’s Rights</li> </ul>	<b>National Experiences in the Modern World</b> <ul style="list-style-type: none"> <li>• Germany</li> <li>• Japan</li> </ul>	<b>International Experiences in the Modern World</b> <ul style="list-style-type: none"> <li>• Terrorism</li> <li>• Reason for the end of the Soviet Union 1980s - 1990s</li> </ul>

### Assessment

Year 11			
Unit 1		Unit 2	
Formative – Investigation: Independent source investigation		Formative – Examination: Essay in response to historical sources	
Formative - Examination: Short response to historical source			
Year 12			
Unit 3		Unit 4	
Summative – Exam Essay in response to historical sources	25%	Summative – Investigation: Historical essay based on research	25%
Summative – Investigation: Independent source investigation	25%	Summative – External Exam: Short responses to historical sources	25%

<b>Subject Type</b>	General subject
<b>Contributes</b>	Toward ATAR score, 4 credits towards QCE

### Pathways

A course of study in Music can establish a basis for further education and employment opportunities in the fields of music education, performance, recording, music journalism, composition, sound engineering, arranging, sales and merchandising, record production, music management, music therapy and film and video game composition

### Course Overview

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. By conclusion of this course, students will: demonstrate technical skills, explain music elements and concepts, use music elements and concepts, analyse music, apply compositional devices, apply literacy skills, interpret music elements and concepts, evaluate music to justify the use of music elements and concepts, realise music ideas and resolve music ideas.

### Course Outline

Unit 1 – Year 11	Unit 2 – Year 11	Unit 3 – Year 12	Unit 4 – Year 12
<p><b>Designs</b></p> <ul style="list-style-type: none"> <li>Through inquiry learning, students explore how the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition.</li> </ul>	<p><b>Identities</b></p> <ul style="list-style-type: none"> <li>Through inquiry learning, students explore how 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.</li> </ul>	<p><b>Innovations</b></p> <ul style="list-style-type: none"> <li>Through inquiry learning, students explore how musicians incorporate innovative music practices to communicate meaning when performing and composing.</li> </ul>	<p><b>Narratives</b></p> <ul style="list-style-type: none"> <li>Through inquiry learning, students will explore how musicians manipulate music elements to communicate narrative when performing, composing and responding to music.</li> </ul>

### Assessment

Year 11			
<b>Unit 1 &amp; 2</b>			
Involve a range of opportunities designed to experience and respond to the types of assessment they will encounter in Units 3 and 4.			
Year 12			
Unit 3		Unit 4	
Summative - School assessed performance	20%	Summative: School assessed project – Integrated project	35%
Summative - School assessed composition	20%	Summative - Externally assessed examination – extended response	25%

<b>Subject Type</b>	General subject
<b>Contributes</b>	Toward ATAR score, 4 credits towards QCE

## Pathways

A course of study in Philosophy & Reason can establish a basis for further education and employment in a broad range of fields, including business, defence, education, ethics, health sciences, journalism, law, politics, professional writing, psychology and research.

## Course Overview

Philosophy & Reason combines the discipline of philosophy with the associated methodology of critical reasoning and logic. The study of philosophy allows students to recognise the relevance of various philosophies to different political, ethical, religious and scientific positions. It also allows them to realise that decisions in these areas are the result of the acceptance of certain ideas and specific modes of reasoning.

This course will be delivered with two online lectures held before time and one tutorial lesson.

## Course Outline

Unit 1	Unit 2	Unit 3	Unit 4
<b>Fundamentals of reason</b> <ul style="list-style-type: none"> <li>Fundamentals of reason</li> </ul>	<b>Reason in philosophy</b> <ul style="list-style-type: none"> <li>Philosophy of religion</li> <li>Philosophy of science</li> <li>Philosophy of mind</li> </ul>	<b>Moral philosophy and schools of thought</b> <ul style="list-style-type: none"> <li>Moral philosophy</li> <li>Philosophical schools of thought</li> </ul>	<b>Social and political philosophy</b> <ul style="list-style-type: none"> <li>Rights</li> <li>Political philosophy</li> </ul>

## Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — extended response	25%	Summative internal assessment 3 (IA3): Extended response — analytical essay	25%
Summative internal assessment 2 (IA2): Extended response — analytical essay	25%	Summative external assessment (EA): Examination — extended response	25%

<b>Subject Type</b>	General subject
<b>Contributes</b>	Toward ATAR score, 4 credits towards QCE

### Pathways

Physical Education is a general subject suited to students who are interested in pursuing further education and training at TAFE or University. A course of study in Physical Education can establish a basis for further education and employment in the fields of sports science, physiotherapy, health and related industries and education

### Course Overview

The knowledge, understanding and skills taught through Health and Physical Education enable students to explore and enhance their own and others' health and physical activity in diverse and changing contexts. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

### Course Outline

Unit 1 – Year 11	Unit 2 – Year 11	Unit 3 – Year 12	Unit 4 – Year 12
<ul style="list-style-type: none"> <li>Motor learning, functional anatomy and biomechanics in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>Sport psychology and equity in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>Tactical awareness and ethics in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>Energy, fitness and training in physical activity</li> </ul>

### Assessment

Year 11				
Unit 1		Unit 2		
Formative Internal assessment 1: Project - Folio		Formative Internal assessment 3: Project - Folio		
Formative Internal assessment 2: Investigation - Report		Formative Internal Assessment 4: Exam - Combination Response		
Year 12				
Unit 3		Unit 4		
Internal assessment 1: Project - Folio	25%	Internal assessment 3: Project - Folio	25%	
Internal assessment 2: Investigation - Report	25%	External Assessment 4: Exam - Combination Response	25%	

<b>Subject Type</b>	General subject
<b>Contributes</b>	Toward ATAR score, 4 credits towards QCE

### Pathways

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

### Course Overview

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

### Course Outline

Unit 1 - Year 11	Unit 2 - Year 11	Unit 3 - Year 12	Unit 4 - Year 12
Individual development <ul style="list-style-type: none"> <li>• The Role of the Brain</li> <li>• Cognitive Development</li> <li>• Consciousness, attention and sleep</li> </ul>	Individual behaviour <ul style="list-style-type: none"> <li>• Intelligence</li> <li>• Diagnosis</li> <li>• Psychological disorders and treatments</li> <li>• Emotion and motivation</li> </ul>	Individual thinking <ul style="list-style-type: none"> <li>• Localisation of function in the brain</li> <li>• Visual perception</li> <li>• Memory</li> <li>• Learning.</li> </ul>	The influence of others <ul style="list-style-type: none"> <li>• Social psychology</li> <li>• Interpersonal processes</li> <li>• Attitudes</li> <li>• Cross-cultural.</li> </ul>

### Assessment

Year 11			
Unit 1		Unit 2	
Assessment 1: Data Test		Assessment 3: Research Investigation	
Assessment 2: Student Experiment		Assessment 4: Examination Combination Response	
Year 12			
Unit 3		Unit 4	
Internal assessment 1: Data test	10%	Internal assessment 3: Research investigation	20%
Internal assessment 2: Student experiment	20%	External assessment: Examination combination response	50%

<b>Subject Type</b>	General subject
<b>Contributes</b>	Toward ATAR score, 4 credits towards QCE

## Pathways

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

## Course Overview

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

Physics aims to develop student's:

- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action and an appreciation of the contribution that Physics makes to society
- understanding of how models and theories are refined, and new ones developed in Physics
- investigative skills including the design and collection of data to solve problems
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate Physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres

## Course Outline

Unit 1 – Year 11	Unit 2 – Year 11	Unit 3 – Year 12	Unit 4 – Year 12
<b>Thermal, nuclear and electrical Physics</b> <ul style="list-style-type: none"> <li>• Heating processes</li> <li>• Ionising radiation and nuclear reactions</li> <li>• Electrical circuits</li> </ul>	<b>Linear motion and waves</b> <ul style="list-style-type: none"> <li>• Linear motion and force</li> <li>• Waves</li> </ul>	<b>Gravity and electromagnetism</b> <ul style="list-style-type: none"> <li>• Gravity and motion</li> <li>• Electromagnetism</li> </ul>	<b>Revolutions in modern Physics</b> <ul style="list-style-type: none"> <li>• Special relativity</li> <li>• Quantum theory</li> <li>• The Standard Model</li> </ul>

## Assessment

Year 11				
Unit 1		Unit 2		
Formative - Unit 1 Examination		Formative - Student experiment		
Formative - Research investigation		Formative - Unit 2 Examination		
Year 12				
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) - Examination	50%	

<b>Subject Type</b>	General subject
<b>Contributes</b>	Toward ATAR score, 4 credits towards QCE

## Pathways

Visual Art 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 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.

The processes and practices of Visual Art, such as self-directed learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity.

## Course Overview

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

- discriminating, and to engage with and make sense of what they see and experience.
- equipped for a future of unimagined possibilities as they develop highly transferable communication skills and the capacity for global thinking.
- capable of reflecting on and appreciate multiple perspectives and philosophies, and to confidently and creatively contribute and engage in all facets of society to sustain our diverse Australian culture.

This subject prepares young people for participation in the 21st century by

- fostering curiosity and imagination,
- teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts.

This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

## Course Outline

Unit 1 – Year 11	Unit 2 – Year 11	Unit 3 – Year 12	Unit 4 – Year 12
<p><b>Art as Lens</b></p> <p>Through Inquiry learning, the following are explored</p> <ul style="list-style-type: none"> <li>• Concept: Lenses to explore the material world</li> <li>• Contexts: Personal and contemporary               <ul style="list-style-type: none"> <li>• Focuses: People, place, objects.</li> <li>• Media: 2D, 3D and time based</li> </ul> </li> </ul>	<p><b>Art as Code</b></p> <p>Through Inquiry learning, the following are explored</p> <ul style="list-style-type: none"> <li>• Concept: Art as coded visual language</li> <li>• Context: Formal and cultural               <ul style="list-style-type: none"> <li>• Focus: Codes, symbols, signs and art conventions.</li> <li>• Media: 2D, 3D and time based.</li> </ul> </li> </ul>	<p><b>Art as Knowledge</b></p> <p>Through Inquiry learning, the following are explored</p> <ul style="list-style-type: none"> <li>• Concept: Constructing knowledge as artist and audience.</li> <li>• Context: Contemporary, personal, cultural and /or formal.               <ul style="list-style-type: none"> <li>• Focus: Student directed.</li> <li>• Media: Student directed</li> </ul> </li> </ul>	<p><b>Art as Alternate</b></p> <p>Through Inquiry learning, the following are explored</p> <ul style="list-style-type: none"> <li>• Concept: Evolving alternate representations and meaning.</li> <li>• Contexts: Contemporary and personal, cultural and /or formal.               <ul style="list-style-type: none"> <li>• Focus: continued exploration of unit 3 student directed focus</li> <li>• Media: Student directed.</li> </ul> </li> </ul>

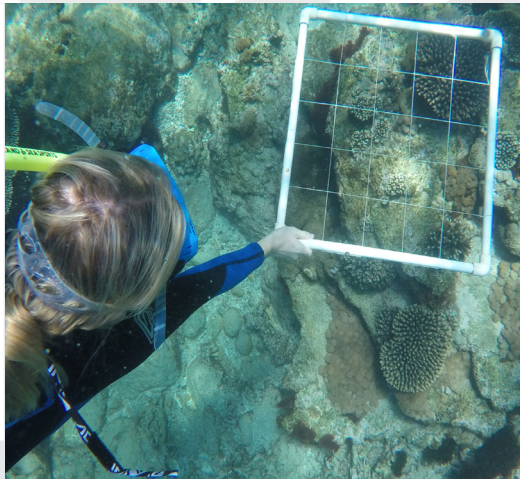
## Assessment

Year 11			
Unit 1		Unit 2	
Formative - Investigation - written report		Formative - Project - Inquiry based folio	
Formative - Project - experimental folio		Formative - Examination - extended response	
Year 12			
Unit 3		Unit 4	
Summative - Investigation (IA1) - inquiry phase 1	20%	Summative - Project (IA3) - Inquiry Phase 3	30%
Summative - Project (IA2) - Inquiry phase 2	25%	Summative - External Exam (unseen)	25%



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# Applied Subjects



<b>Subject Type</b>	Applied subject
<b>Contributes</b>	May contribute toward ATAR score, 4 credits towards QCE

### Pathways

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

### Course Overview

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

Aquatic Practices aims to develop students':

- understanding of expectations for work in aquatic settings
- understanding of career pathways, jobs and other opportunities available for participating in and contributing to aquatic activities
- awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens.
- ability to communication efficiency by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication
- ability to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes
- understanding of workplace health and safety practices

### Course Outline

Unit 1 - Year 11	Unit 2 - Year 11	Unit 3- Year 12	Unit 4- Year 12
Aquariums and Aquaculture	Coastlines and Navigation	Using the Aquatic Environment	Recreational and Commercial Fishing
<ul style="list-style-type: none"> <li>• Running and maintaining aquariums</li> <li>• Investigating an aquaculture species</li> </ul>	<ul style="list-style-type: none"> <li>• Boating and navigation</li> <li>• Oceanography</li> </ul>	<ul style="list-style-type: none"> <li>• Snorkelling and safety</li> <li>• Surfing and dangerous marine creatures</li> </ul>	<ul style="list-style-type: none"> <li>• Food from the sea</li> <li>• Fishing Rod construction</li> </ul>

### Assessment

Year 11			
Unit 1		Unit 2	
Formative - Project		Formative - Project	
Formative - Investigation		Formative - Investigation	
Year 12			
Unit 3		Unit 4	
Summative - Project		Summative - Investigation	
Summative - Investigation		Summative - Project	

<b>Subject Type</b>	Applied subject
<b>Contributes</b>	May contribute toward ATAR score, 4 credits towards QCE

**Pathways**  
 Performer, Choreographer, Director, Actor, Model, Event Management, Teacher (school or studio), Dance Therapist, Sports Trainer, Pilates Instructor, Outdoor Education

**Course Overview**

The study of Dance is enriched by experiences in performance, choreography and analysis. Over the course of study, students are exposed to a variety of dance genres and develop an awareness of dance in various contexts. In this two year course, the major focus is on dance as art and how it has the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, encouraging students to reach their creative expressive potential.

Students will learn

- to design and create dance works
- to express personal or societal ideas and to tell stories
- skills of communication, improvisation and personal problem solving
- group decision making, planning and organising activities
- to convey ideas to an audience and to develop their personal expressive power to convey meaning through dance
- to achieve satisfaction through the physical expression of a creative idea and to build self-confidence and physical capabilities
- how and why dance is made and techniques used in design
- to build their knowledge and understanding of dance in its context
- the skills of analysis, interpretation, evaluation and research when critiquing dance and dance works

**Course Outline**

Unit 1 – Year 11	Unit 2 – Year 11	Unit 3 – Year 12	Unit 4 – Year 12
Unit C: • Health (Commercial Jazz)	Unit D: • Technology (Video Clip)	Unit A: • Celebration (Musical Theatre)	Unit B: • Industry (Contemporary Dance)

**Assessment**

Students will be required to

- Use Dance Practices
- Plan Dance Works
- Communicate Ideas
- Evaluate Works

Assessment includes:

- Choregraphic Projects
- Performances

<b>Subject Type</b>	Applied subject
<b>Contributes</b>	4 credits towards QCE

### Pathways

Essential English is an Applied subject suited to students who are interested in pathways beyond school that lead to vocational education or work. 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 Essential English to contribute to an ATAR if it is their only Applied Subject (This may impact university entry).**

### Course Overview

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

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

### Course Outline

Unit 1 – Year 11	Unit 2 – Year 11	Unit 3 – Year 12	Unit 4 – Year 12
Texts and Human Experiences	Language that Works	Language that Influences	Representations and Popular Culture Texts

### Assessment

Year 11			
Unit 1		Unit 2	
Formative – Written reflective		Formative – Exam (seen and unseen)	
Formative – Persuasive Speech		Formative – Short Story	
Year 12			
Unit 3		Unit 4	
Summative - Persuasive Speech	25%	Summative – Multimodal Response	25%
Summative – Common Internal Assessment Exam (seen and unseen)	25%	Summative – Narrative	25%

<b>Subject Type</b>	Applied subject
<b>Contributes</b>	May contribute toward ATAR score, 4 credits towards QCE

### 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 will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

### Course Overview

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

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

### Course Outline

Unit 1 – Year 11	Unit 2 – Year 11	Unit 3 – Year 12	Unit 4 – Year 12
<ul style="list-style-type: none"> <li>• Topic 1: Number</li> <li>• Topic 2: Representing Data</li> <li>• Topic 3: Managing money</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 1: Data collection</li> <li>• Topic 2: Graphs</li> <li>• Topic 3: Time and motion</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 1: Measurement</li> <li>• Topic 2: Scales, Plans and Models</li> <li>• Topic 3: Probability and relative frequencies</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 1: Bivariate Graphs</li> <li>• Topic 2: Summarising and comparing data</li> <li>• Topic 3: Loans and Compound Interest</li> </ul>

### Assessment

Assessment	Assessment	Assessment	Assessment
Formative internal assessment/s	Formative internal assessment/s	Summative internal assessment 1: Problem-solving and modelling task Summative internal assessment 2: Common internal assessment	Summative internal assessment 3: Problem-solving and modelling task Summative internal assessment 4: Examination

<b>Subject Type</b>	Applied subject
<b>Contributes</b>	May contribute toward ATAR score, 4 credits towards QCE

### Pathways

A course of study in Music in Practice can establish a basis for further education and employment opportunities in the fields of music education, performance, recording, music journalism, composition, sound engineering, arranging, sales and merchandising, record production, and music management.

### Course Overview

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.

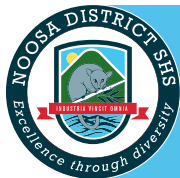
Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices 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.

### Course Outline

Unit 1 – Live on Stage	Unit 2 – Music of Today	Unit 3 – Building Your Brand	Unit 4 – The Cutting Edge
<ul style="list-style-type: none"> <li>In this unit, students explore commercial music for the purpose of understanding the role that music plays in the entertainment industry.</li> <li>Students will plan and compose an original composition and perform a piece of commercial music.</li> </ul>	<ul style="list-style-type: none"> <li>In this unit, students explore a range of contemporary music genres and styles using virtual platforms.</li> <li>Students will plan and compose an original composition and perform a piece of contemporary music.</li> </ul>	<ul style="list-style-type: none"> <li>In this unit, students explore the music industry and develop an understanding of their artistic brand as a musician.</li> <li>Students will plan performances of cover songs and compose original songs that reflect their developing brand.</li> </ul>	<ul style="list-style-type: none"> <li>In this unit, students develop their understanding of relevant and appropriate use of music technology in the music industry.</li> <li>Students will plan a music performance and composition that uses music technology.</li> </ul>

### Assessment

Unit 1 – Live on Stage	Unit 2 – Music of Today	Unit 3 – Building Your Brand	Unit 4 – The Cutting Edge
<ol style="list-style-type: none"> <li>Composition (original)</li> <li>Performance</li> </ol>	<ol style="list-style-type: none"> <li>Composition (original, contemporary)</li> <li>Performance</li> </ol>	<ol style="list-style-type: none"> <li>Performance Project</li> <li>Composition (original)</li> </ol>	<ol style="list-style-type: none"> <li>Performance Project</li> <li>Composition (Original)</li> </ol>



<b>Subject Type</b>	Applied subject
<b>Contributes</b>	May contribute toward ATAR score, 4 credits towards QCE
<b>Considerations</b>	An enthusiasm for outdoor education challenges in many different environments

## Pathways

Outdoor Education Industry, allied health industries and teaching.

## Course Outline

Unit 1 – Year 11	Unit 2 – Year 11	Unit 3 – Year 12	Unit 4 – Year 12
Unit Option L: Marketing and Communication Risk <ul style="list-style-type: none"> <li>Badminton or Pickleball or Tennis</li> </ul>	Unit Option D: Coaching and Officiating <ul style="list-style-type: none"> <li>Multiple Sports</li> </ul>	Unit Option A: Aquatic Recreation <ul style="list-style-type: none"> <li>Lifesaving</li> </ul>	Unit Option J: Optimizing Performance <ul style="list-style-type: none"> <li>Golf</li> </ul>

## Assessment

Is a combination of continuous practical assessment and written tasks including exams and assignments

Year 11			
Unit 1		Unit 2	
Performance – assignment based with video evidence		Performance – assignment based with video evidence	
Project – assignment based with video evidence		Project – assignment based with video evidence	
Year 12			
Unit 3		Unit 4	
Performance – assignment based with video evidence		Performance – assignment based with video evidence	
Project – assignment based with video evidence		Summative- Assignment Project – assignment based with video evidence	

<b>Subject Type</b>	Applied subject
<b>Contributes</b>	May contribute toward ATAR score, 4 credits towards QCE

### Pathways

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

### Course Overview

Tourism is designed to give students a variety of intellectual, technical, operational and workplace skills. It enables 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. In Tourism, 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. Tourism provides opportunities for Queensland students to develop understandings that are geographically and culturally significant to them by, for example, investigating tourism activities related to local Aboriginal and Torres Strait Islander communities. The core of Tourism focuses on 'Tourism as an industry', 'The travel experience' and 'Sustainable tourism'. Tourism is designed for schools to develop flexible courses of study that respond to students' interests and needs, while matching the resources available in the school and local community.

### Course Outline

<b>Unit 1</b>	<b>Unit 2</b>
• Tourism and Travel	• Tourism Marketing
<b>Unit 3</b>	<b>Unit 4</b>
• Tourism Trends and Patterns	• Tourism Industry and Careers

### Assessment

Year 11			
Unit 1		Unit 2	
Formative – Investigation		Formative – Investigation	
Formative – Project		Formative – Project	
Year 12			
Unit 3		Unit 4	
Summative – Investigation		Summative – Investigation	
Summative – Project		Summative – Project	

<b>Subject Type</b>	Applied Subject
<b>Contributes</b>	May contribute toward ATAR score, 4 credits towards QCE

**Pathways**

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

**Course Overview**

Visual Arts in Practice foregrounds the role visual arts plays in the community and how students may become involved in community arts activities.

- This subject focuses on students engaging in art-making processes and making virtual and or physical visual artworks for a purpose. This occurs in two to four of the following areas — 2D, 3D, digital and 4D, design, and craft. Students may create images, objects, environments or events to communicate aesthetic meaning. The aesthetic meaning will be conveyed in response to a particular purpose and for a particular audience. While this will always be personal, the student may also be asked to consider, use or appropriate aesthetic/art qualities from various sources, cultures, times and places. Students' perspectives and visual literacies are shaped by these aesthetic/ art considerations when creating communications and artworks.
- In each area of study they undertake, students of Visual Arts in Practice develop and apply knowledge, understanding and skills from three core areas —
  - 1: Visual mediums, technologies and techniques
  - 2: Visual literacies and contexts
  - 3: Artwork realisation.

**Course Outline**

Unit 1 – Year 11	Unit 2 – Year 11	Unit 3 – Year 12	Unit 4 – Year 12
<b>Unit A: "SELF" Looking Inwards</b> <ul style="list-style-type: none"> <li>A1- Project - Experimental Folio</li> <li>A2 - Product - Resolved Work</li> </ul>	<b>Unit B: "OTHERS" Looking Outwards</b> <ul style="list-style-type: none"> <li>B1 - Project - Experimental Folio</li> <li>B2 - Product - Resolved Work</li> </ul>	<b>Unit C: "CLIENTS" Commissioned Work</b> <ul style="list-style-type: none"> <li>C1 - Project - Experimental Folio</li> <li>C2 - Product - Resolved Work</li> </ul>	<b>Unit D: TRANSFORM AND EXTEND"</b> <ul style="list-style-type: none"> <li>D1 - Project Folio</li> <li>D2 - Product - Resolved Work</li> </ul>

**Assessment**

Year 11			
Unit 1		Unit 2	
Formative – Unit 1 - Project		Formative – Unit 3 - Project	
Formative – Unit 2 - Investigation		Formative – Unit 4 - Product	
Year 12			
Unit 3		Unit 4	
Summative – Unit 5 - Project		Summative – Unit 7 - Project	
Summative - Unit 6 - Product		Summative – Unit 8 - Product	



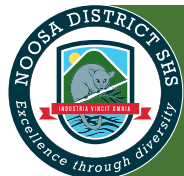
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# VET Subjects





<b>Subject Type</b>	Nationally recognised VET qualification
<b>Contributes</b>	8 credits towards a QCE

**Job Roles**

Careers include:  
 Farm or station hand, Farm or station worker, Livestock transport driver, machinery operator, farm supervisor. This qualification is a stepping stone to university entrance

**Qualification Description**

This qualification provides a general vocational outcome in agriculture. Students will learn a variety of skills including animal husbandry, crop production, plant propagation, fencing and tractor driving.

**Packaging Rules**

Total number of units = 16 2 Core units plus 14 Elective units
--

**Core and Elective Units**

AHCWHS302 - Contribute to workplace health and safety processes	Core Unit
AHCWRK320 - Apply environmentally sustainable work practices	Core Unit
ACMGEN311 - Maintain and monitor animal health and wellbeing	Elective Unit
AHCCHM307 - Prepare and apply chemicals to control pest, weeds and diseases	Elective Unit
AHCHYD303 - Implement a maintenance program for hydroponic systems	Elective Unit
AHCINF305 - Implement property improvement, construction and repair	Elective Unit
AHCLSK350 - Identify and draft livestock	Elective Unit
AHCLSK355 - Prepare livestock for competition	Elective Unit
AHCLSK368 - Comply with industry animal welfare requirements	Elective Unit
AHCMOM202 - Operate tractors	Elective Unit
AHCMOM304 - Operate machinery and equipment	Elective Unit
AHCPHT315 - Establish horticultural crops	Elective Unit
AHCINF206 - Install, maintain and repair farm fencing	Other
AHCNSY206 - Care for nursery plants	Other
AHCNSY207 - Undertake propagation activities	Other
AHCPHT217 - Undertake field budding and grafting	Other

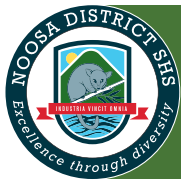
**Delivery and Assessment**

This Certificate is delivered over two years.  
 Assessment includes questioning, folios, observation

**Certification**

If a student is assessed as meeting the requirements of the qualification, and a verified USI has been given to the school, then:

- an **AQF Certificate and record of results** will be issued if the qualification in which the student is enrolled is complete
- a **statement of attainment** will be issued if the qualification in which the student is enrolled is partially complete



<b>Subject Type</b>	Nationally recognised VET qualification
<b>Contributes</b>	8 credits towards QCE

**Qualification Description**

This qualification reflects the role of individuals in a variety of Business Services occupations. Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. They apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team.

**Packaging Rules**

Total number of units = 13  
 6 core units plus  
 7 elective units

**Core and Elective Units**

BSBCRT311 - Apply critical thinking skills in a team environment	Core Unit
BSBPEF201 - Support personal wellbeing in the workplace	Core Unit
BSBSUS211 - Participate in sustainable work practices	Core Unit
BSBTWK301 - Use inclusive work practices	Core Unit
BSBWHS311 - Assist with maintaining workplace safety	Core Unit
BSBXCM301 - Engage in workplace communication	Core Unit
BSBOPS304 - Deliver and monitor a service to customers	Elective Unit
BSBOPS305 - Process customer complaints	Elective Unit
BSBPEF301 - Organise personal work priorities	Elective Unit
BSBTEC201 - Use business software applications	Elective Unit
BSBTEC301 - Design and produce business documents	Elective Unit
BSBTEC303 - Create electronic presentations	Elective Unit
BSBWRT311 - Write simple documents	Elective Unit

There are five projects:

1. Personal Health and Wellbeing
2. Work Health and Safety
3. Marketing
4. Sustainability in the Workplace
5. Customer Service

**Delivery and Assessment**

- This Certificate is delivered over two years.
- Assessment includes questioning, folios, observation

**Certification**

If a student is assessed as meeting the requirements of the qualification, and a verified USI has been given to the school, then:

- an AQF Certificate and record of results will be issued if the qualification in which the student is enrolled is complete
- a statement of attainment will be issued if the qualification in which the student is enrolled is partially complete

**Publication Date: 18 June 2026    Correct at time of publication 18 June 2026 but subject to change**

# CPC20220 Certificate II in Construction Pathways

Registered training organisation (RTO):

Blue Dog Training (RTO Code: 31193)

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

07 3331 6004

**QCE Credits:** 4 Core Credits



## Description

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

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

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

## Application

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

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

## Eligibility - Cost

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

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

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

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

For information on the refund policy, visit:

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

## Training and Assessment Delivery

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

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

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

## Core

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

## Elective

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

### Notes:

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

# MEM20422 Certificate II in Engineering Pathways

Registered Training Organisation (RTO):  
Blue Dog Training (RTO Code: 31193)  
www.bluedogtraining.com.au  
07 3331 6004



**QCE Credits:** 4 Core Credits

## Description

The 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.

## Application

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.

## Eligibility - Cost

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

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

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

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

For information on the refund policy, visit:

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

## Training and Assessment Delivery

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

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

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

## Core

MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices

## Elective

MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/handheld operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

### Notes:

- An asterisk (\*) indicates a prerequisite unit. Prerequisite units must be assessed before any unit marked with an asterisk. \*
- Elective units may change prior to program commencement to ensure alignment with current industry practices.
- More information about this qualification is available at:  
<https://training.gov.au/Training/Details/MEM20422>

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).

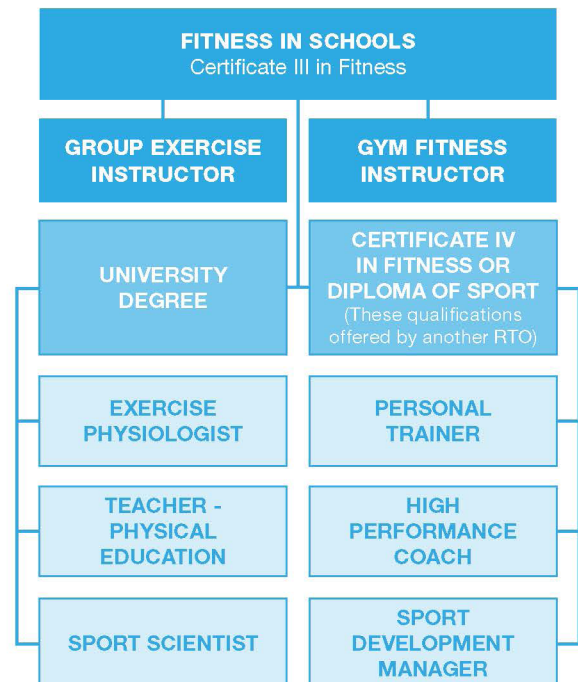
Students facilitate programs within their school community including:

- › 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



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# 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.

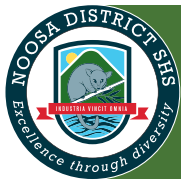
TERM 1	<b>TOPICS</b>	› Introduction to the Sport, Fitness and Recreation (SFR) Industry
	<b>PROGRAMS</b>	› Assist with SFR Programs (Supervisor Delivery)
TERM 2	<b>TOPICS</b>	› Introduction to Community Programs › Introduction to Conditioning Programs
	<b>PROGRAMS</b>	› Community SFR Program (Student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



# SIT20322

## Certificate III in Hospitality

### RTO Number 30417

<b>Subject Type</b>	Nationally recognised VET qualification
<b>Contributes</b>	4 credits towards a QCE

#### Job Roles

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

Possible job titles include: bar attendant, café attendant, catering assistant, food and beverage attendant, front office assistant, porter, room attendant.

It also provides a pathway to diploma level studies and university degrees in the areas of hospitality and event management.

#### Qualification Description

This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision.

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, Certification or specific legislative requirements apply to this qualification at the time of publication.

#### Packaging Rules

12 units must be completed:

- 6 core units
- 6 elective units

#### Core and Elective Units

SITXWHS005 Participate in safe work practices	Core Unit
SITHIND007 Use hospitality skills effectively	Core Unit
SITXCOM007 Show social and cultural sensitivity	Core Unit
SITXCCS011 Interact with customers	Core Unit
SITHIND006 Source and use information on the hospitality industry	Core Unit
BSBTWK201 Work effectively with others	Core Unit
SITXFSA005 Use hygienic practices for food safety	Elective Unit
SITHFAB025 Prepare and serve espresso coffee	Elective Unit
SITHFAB021 Provide responsible service of alcohol	Elective Unit
SITHFAB024 Prepare and serve non-alcoholic beverages	Elective Unit
SITHCCC024 Prepare and present simple dishes	Elective Unit
SITHCCC025 Prepare and present sandwiches	Elective Unit

#### Delivery and Assessment

This Certificate is delivered over two years.

Assessment includes questioning, folios, observation, 12 service periods in the hospitality industry.

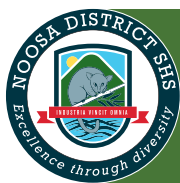
The following competency will be delivered by another RT - SITHFAB021 Provide responsible service of alcohol.

#### Certification

If a student is assessed as meeting the requirements of the qualification, and a verified USI has been given to the school, then:

- an AQF Certificate and record of results will be issued if the qualification in which the student is enrolled is complete
- a statement of attainment will be issued if the qualification in which the student is enrolled is partially complete

**Publication Date: 18 June 2026**     **Correct at time of publication 18 June 2026 but subject to change**



<b>Subject Type</b>	Nationally recognised VET qualification
<b>Contributes</b>	8 credits towards a QCE
<b>Fees</b>	Nil
<b>Minimum Standards</b>	<ul style="list-style-type: none"> <li>• There are no formal qualification entry requirements.</li> <li>• Entry requirements for this program include the student's agreement and ability to undertake the following: <ul style="list-style-type: none"> <li>• Demonstrate evidence of language, literacy and numeracy skills at ACSF level 3.</li> <li>• Attend and participate in scheduled training and assessment.</li> <li>• Be able to work in an industry environment and handle industry-standard equipment.</li> <li>• Comply with the School code of conduct requirements, directions on work, and health and safety matters.</li> <li>• Functional fully working laptop.</li> <li>• Prepared to participate in a simulated IT work environment.</li> </ul> </li> </ul>

### Job Roles

This qualification reflects the role of individuals who are competent in a range of Information and Communications Technology (ICT) roles, including animation, basic cloud computing, basic cyber awareness, digital media skills, generalist IT support services, networking, programming, systems and web development.

Individuals who work in these fields apply broad sets of skills, including foundational knowledge in critical thinking and customer service skills, to support a range of technologies, processes, procedures, policies, people and clients in a variety of work contexts.

### Qualification Description

This qualification reflects the role of individuals who are competent in a range of Information and Communications Technology (ICT) roles, including basic cloud computing, basic cyber awareness, digital media skills, generalist IT support services, networking, programming, systems and web development.

### Packaging Rules

Total number of units = 12  
6 core units plus  
6 elective units

### Core and Elective Units

	Core/Elective Units
BSBCRT301 — Develop and extend critical and creative thinking skills	Core Unit
BSBXCS303 — Securely manage personally identifiable information and workplace information	Core Unit
BSBXTW301 — Work in a team	Core Unit
ICTICT313 — Identify IP, ethics and privacy policies in ICT environments	Core Unit
ICTPRG302 — Apply introductory programming techniques	Core Unit
ICTSAS305 — Provide ICT advice to clients	Core Unit
ICTICT213 — Use computer operating systems and hardware	Elective Unit
ICTICT214 — Operate application software packages	Elective Unit
ICTICT438 — Select, configure and deploy software and hardware testing tools	Elective Unit
ICTPRG430 — Apply introductory object-oriented language skills	Elective Unit
ICTPRG435 — Write scripts for software applications	Elective Unit
ICTWEB304 — Build simple web pages	Elective Unit

### Delivery and Assessment

This certificate is delivered over two years. Assessment includes questioning, folios & observation.

### Certification

If a student is assessed as meeting the requirements of the qualification, and a verified USI has been given to the school, then:

- an **AQF certificate and record of results** will be issued if the qualification in which the student is enrolled is complete
- a **statement of attainment** will be issued if the qualification in which the student is enrolled is partially complete

**Publication Date: 18 June 2026**

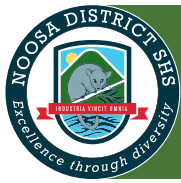
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## CERTIFICATE IV in Justice Studies (10971NAT)

(RTO – Professional Investigators College of Australasia (PICA) - 40789)

<b>Certificate IV in Justice Studies</b>	<b>Duration:</b>	<b>2 years</b>
<b>Qualification description:</b>	<p>Certificate IV in Justice Studies is a nationally accredited course. The Certificate IV in Justice Studies is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.</p> <p>Aims: The Certificate IV in Justice Studies course is designed to</p> <ul style="list-style-type: none"> <li>• Provide students with a broad understanding of the justice system</li> <li>• Develop the personal skills and knowledge that underpin employment in the justice system.</li> </ul>	
<b>Entry requirements:</b>	<p>Academic - There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.</p> <p>Attitude – students need to demonstrate independent learning skills</p> <p>Students are required to undertake an LLN and Digital Literacy testing to determine suitability and any support needs.</p>	
<b>Qualification packaging rules:</b>	<p>To attain this certificate, 10 units of competency (6 core and 4 <b>elective</b>) must be completed.</p>	
<b>Units of Competency delivered:</b>	<ol style="list-style-type: none"> <li>1. NAT10971001 Provide information and referral advice on justice-related issues</li> <li>2. NAT10971002 Prepare documentation for court proceedings</li> <li>3. NAT10971003 Analyse social justice issues</li> <li>4. BSBXCM401 Apply communication strategies in the workplace</li> <li>5. PSPREG033 Apply Regulatory Powers</li> <li>6. BSBLEG421 Apply understanding of the Australian Legal System</li> <li>7. <b>PSPREG035 Produce formal record of interview</b></li> <li>8. <b>PSPREG010 Prepare a brief of evidence</b></li> <li>9. <b>PSPLEG006 Encourage compliance with legislation in public sector</b></li> <li>10. <b>PSPETH007 Uphold and support the values and principles of public service</b></li> </ol>	
<b>Learning experiences:</b>	<p>Content is delivered in a classroom environment through Legal Studies/Certificate IV in Justice Studies classes or via independent study in Study Lines at school. Course content is provided by the trainer and assessor. This can be in the format of online reading and activities, video/face-to-face workshops.</p> <p><b>Technology required: access to the internet</b></p>	
<b>Assessment:</b>	<p>Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following: written projects, online quizzes, observation of skills, oral and written questions.</p>	
<b>Pathways:</b>	<p>The Certificate IV in Justice Studies is recommended for students looking to gain employment or further study opportunities in justice and law-related fields such as the police service, justice-related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.</p>	
<b>Course Costs:</b>	<p>\$750 up-front fee (current at 30<sup>th</sup> April 2026)</p>	
<b>Further information</b>	<p>Refund Policy: Please refer to the Student Handbook on the PICA website for the refund policy. Please note: Partial refunds will only be issued for extenuating circumstances at the discretion of the PICA CEO. A refund fee will be applied as an administration fee for requests for refund that are approved by PICA.</p>	



<b>Subject Type</b>	Nationally recognised VET qualification
<b>Contributes</b>	4 credits towards a QCE

**Job Roles**

**Future pathways and careers include:** audio and online content creator, podcaster, junior social media consultant, audio editing assistant, assistant sound technician, assistant radio producer, podcast producer, community radio producer, community radio presenter and technical production assistant. **Transferable skills explicitly developed in this course include:** Spoken, written and visual communication, technological literacy, working effectively with others, planning and organisation, self-management.

**Qualification Description**

This qualification reflects the role of individuals who use basic skills and knowledge for work in skilled assistant or skilled assistant operator roles in the screen, media and entertainment industries. It applies to work in interactive digital media, content creation and technical broadcasting environments such as audio broadcasting and podcasting.

**Packaging Rules**

Total Number of Units: 11  
 3 Core Units  
 8 Elective Units

**Core and Elective Units**

BSBCRT311 Apply critical thinking skills in a team environment	core
CUAIND311 Work effectively in the creative arts industry	core
CUAWHS312 Apply work health and safety practices	core
CUASOU315 Compile audio material for broadcast	elective
CUAPPM312 Plan and prepare program content	elective
CUAWRT302 Write simple stories	elective
CUAAIR211 Develop techniques for presenting information on-air	elective
CUASOU214 Mix sound in a broadcasting environment	elective
CUASOU213 Assist with sound recordings	elective
CUAAIR411 Plan and conduct interviews	elective
BSBPEF402 Develop personal work priorities	elective

**Delivery and Assessment**

This Certificate is delivered over two years. Assessment includes questioning, folios, practical demonstrations/observation.

**Certification**

If a student is assessed as meeting the requirements of the qualification, and a verified USI has been given to the school, then:

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2026 EDITION

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

Binnacle Training (FTO 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 Speciality' 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



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admin@binnacledetraining.com.au  
binnacledetraining.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.

TOPICS	
TERM 1	› Introduction to the Sport, Fitness and Recreation (SFR) Industry
	PROGRAMS
	› Assist with SFR Programs (Supervisor Delivery)
TOPICS	
TERM 2	› Introduction to Community Programs › Introduction to Conditioning Programs
	PROGRAMS
	› Community SFR Program (Student Delivery) › Participate in Conditioning Sessions (Supervisor Delivery)
TOPICS	
TERM 3	› 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
TOPICS	
TERM 4	› 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	
TOPICS	
TERM 5	› Deliver Outdoor Recreation Sessions
	PROGRAMS
	› Deliver Outdoor Recreation Sessions
TOPICS	
TERM 6	› Sport-Specific Coaching Program › Developing Self-Awareness
	PROGRAMS
	› Plan and Deliver a Sport Development Program › Plan and Deliver a Community Recreation Session for Children
TOPICS	
TERM 7 PART 1 (Compulsory)	› Round-Robin Tournaments › Working Effectively with Others › Responding to Interpersonal Conflict
	PROGRAMS
	› Plan and Deliver a Round-Robin Tournament › Role-play Conflict Scenarios
TOPICS	
TERM 7 PART 2 OPTIONAL- ADD-ON:	› 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	SISSCO001	Conduct sport coaching sessions with foundation level participants
SISPAR009	Participate in conditioning for sport	SISFLD001	Assist in conducting recreation sessions*
BSBPEF202	Plan and apply time management*	SISXPLD004	Facilitate groups
BSBSUS211	Participate in sustainable work practices*	BSBWHS308	Participate in WHS hazard identification, risk assessment and risk control processes
HLTWS001	Participate in workplace health and safety	HLTAID009	Provide cardiopulmonary resuscitation
SISXAC006	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
		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)

\* 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 2026 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 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.](#)