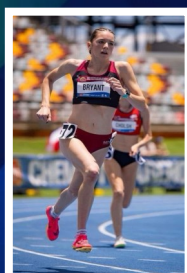
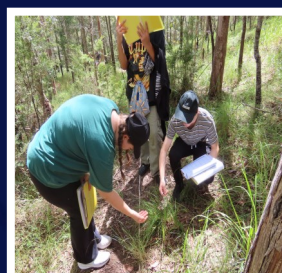
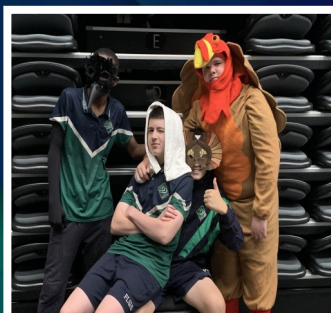


FOREST LAKE SHS

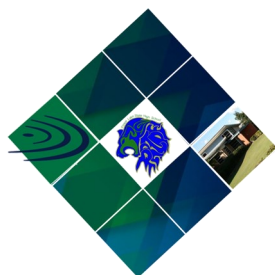
SENIOR CURRICULUM HANDBOOK



YEAR 11 & 12-2026



Prepared | Respectful | Inclusive | Dedicated | Engaged



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Forest Lake State High School

– a first class education for every student in our community.



Sally Hawkes

Principal

Forest Lake SHS is a school with a contemporary approach to education. We have a range of study options, coupled with high expectations, high support, we see impressive results from our cohorts, each year.

Through a new phase of digital learning our school continues to educate and empower students to become successful global citizens. We are committed to providing every student with an educational program that meets their personal learning needs and develops the 21st century skills they need to prepare them for the many opportunities beyond school.

The Junior Secondary School (years 7, 8 and 9) delivers the approved Australian Curriculum (ACARA V9), and ensures our students are on track for success whether in their classroom or their engagement in the wider community. In the Senior Secondary School (years 10, 11 and 12) our senior students study for a QLD Certificate of Education (QCE) and a meaningful pathway for the future. Students can study a diverse range of academic and vocational subjects specifically designed to meet their individual preferences and their post school aspirations. Forest Lake students have a wide choice to support their next steps in education or work in their post schooling life.

We have a dedicated and highly skilled staff that ensure that your child is receiving the very best education in a safe supportive environment, grounded in positive interactions and relationships. We work in partnership with parents to support their young person's learning and wellbeing - two critical components of success – and we warmly welcome your involvement in our school.

As a whole school team, we commit to educating and empowering the future citizens of tomorrow.

I look forward to working in partnership with you and your young person on their educational journey, where they are supported to achieve their very best.

Sally Hawkes
Principal



SENIOR EDUCATION PROFILE

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

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

For more information about the SEP see:

www.qcaa.qld.edu.au/senior/certificates-qualifications/sep



Statement of Results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed. A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.



Queensland Certificate Of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling.

Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

Queensland Certificate Of Individual Achievement (QCIA)

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

Senior Subjects

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

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course. Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

1. General Syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects include Extension subjects.

2. *Applied Syllabuses*

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

3. *Senior External Examination*

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA. These subjects are not delivered by FLSHS teachers.

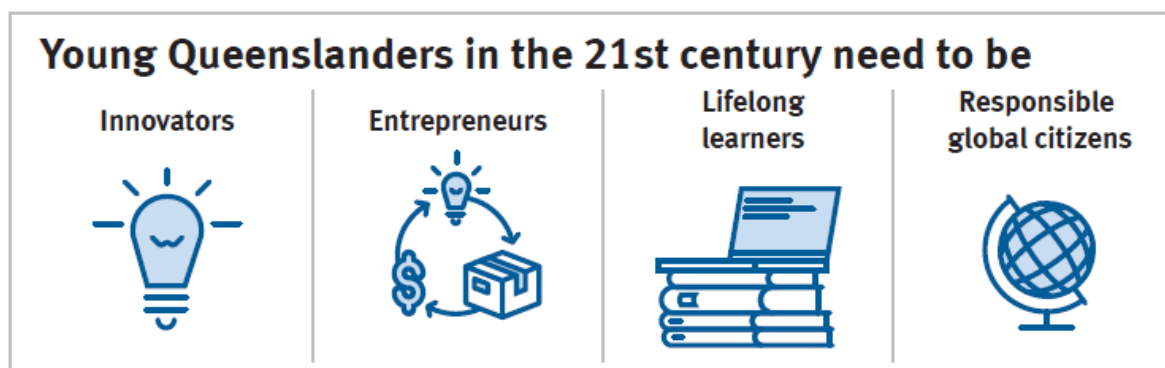
4. *Short Courses*

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3. For more information about the ACSF see: <https://www.education.gov.au/australian-core-skills-framework>.

Underpinning Factors

All senior syllabuses are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.






1. *General syllabuses and Short Courses*

In addition to literacy and numeracy, General syllabuses and Short Courses are underpinned by:

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

What are the 21st century skills in the General senior syllabuses?

Critical thinking	Creative thinking	Communication	Collaboration and teamwork	Personal and social skills	ICT skills
 <ul style="list-style-type: none"> analytical thinking problem-solving decision-making reasoning reflecting and evaluating intellectual flexibility 	 <ul style="list-style-type: none"> innovation initiative and enterprise curiosity and imagination creativity generating and applying new ideas identifying alternatives seeing or making new links 	 <ul style="list-style-type: none"> effective oral and written communication using language, symbols and texts communicating ideas effectively with diverse audiences 	 <ul style="list-style-type: none"> relating to others (interacting with others) recognising and using diverse perspectives participating and contributing community connections 	 <ul style="list-style-type: none"> adaptability/flexibility management (self, career, time, planning and organising) character (resilience, mindfulness, open- and fair-mindedness, self-awareness) leadership citizenship cultural awareness ethical (and moral) understanding 	 <ul style="list-style-type: none"> operations and concepts accessing and analysing information being productive users of technology digital citizenship (being safe, positive and responsible online)

2. Applied syllabuses

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real- world interactions by connecting classroom experience with the world outside the classroom
- core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

Vocational Education And Training (VET) Options

- Students can access Nationally recognised Certificates that allow students to demonstrate competency in a range of industry recognised units. Forest Lake State High School offers a range of certificate courses under its own scope of registration (RTO 30288) and partners with a range of other Registered Training Organisations to deliver a range of others. These are clearly identified in the individual course information.
- offers opportunities for students to undertake school-based apprenticeships or traineeships
- Offers a range of VET programs delivered off site where students attend one day per week at TAFE or WesTEC Trade Training Centre.

Australian Tertiary Admission Rank (ATAR) Eligibility

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

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

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

English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject. Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

GENERAL SYLLABUSES

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.



Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE. Students should complete Units 1 and 2 before starting Units 3 and 4.

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

Extension syllabuses course overview

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners. The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2. Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least *two* but no more than *four* assessments for Units 1 and 2. At least *one* assessment must be completed for *each* unit.

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

Units 3 and 4 assessments

Students complete a total of *four* summative assessments — three internal and one external — that count towards the overall subject result in each General subject. Schools develop *three* internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

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

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments. The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

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

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

External assessment

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

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

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

APPLIED SYLLABUSES

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners. Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.



A course of study for Applied syllabuses includes core topics and elective areas for study.

Assessment

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

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

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

Essential English and Essential Mathematics — Common internal assessment

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA. The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus.

The CIA is:

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

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

PATHWAYS at FOREST LAKE STATE HIGH SCHOOL

All students enrolled at Forest Lake State High School build and engage in a program of learning that will allow them to demonstrate their full potential and achieve their strongest QCE/QCIA possible.

Years 11 and 12 provide opportunities for further specialisation. Students should choose a program based on subject areas:

- ✓ they enjoy
- ✓ have achieved success in
- ✓ provide a balanced education program
- ✓ lead to a preferred career pathway.

ATAR eligibility components:

Satisfactory completion of a QCAA English subject
(the English result will only be used for calculation if it is one of the best five subjects)

Best five QCAA General subjects

OR

Best four QCAA General subjects
+
The best result of:
QCAA Applied Subject
Certificate III
Certificate IV
Diploma
Advanced Diploma

UNIVERSITY PATHWAY

QTAC Application for
University and TAFE
Full-Time Employment
Apprenticeships/
Traineeships

YEAR 11 – 12

QUALIFICATIONS

QCE*
ATAR**
Certificate III/IV or
Diploma

SENIOR SUBJECTS

Six Subjects: Minimum
4 General including
English and Maths

YEAR 10

EXTENSION OR GENERAL CLASSES

Achieving at least B's
in English, Maths and
Science

Meet Requirements
for Success for Year 11
Subject Selection in
SET Planning

YEAR 9

Achieving A's and B's
in equivalent subjects

EMPLOYMENT PATHWAY

Apprenticeships /
Traineeships
TAFE
Full-Time Employment

YEAR 11 – 12

QUALIFICATIONS

QCE*/ QCIA#
Certificate I/II/III

SENIOR SUBJECTS

Six Subjects: Select
from General, Applied,
Essential, VET and
Traineeship Options

YEAR 10

GENERAL OR ESSENTIAL CLASSES

Achieving at standard
in English and Maths

Meet Requirements
for Success for Year 11
Subject Selection in
SET Planning

YEAR 9

Achieving at or near
C standard in English
and Maths

*Queensland Certificate of Education – 20 credits

** Australian Tertiary Admissions Rank

Queensland Certificate of Individual Achievement

Remember, to get the best outcomes students should:

- ✓ choose subjects they have a genuine interest in
- ✓ know what pathway is realistic for them
- ✓ know what the prerequisites are (check course guides) and can meet the prerequisites
- ✓ have talked to teachers and affirmed they could manage the requirements
- ✓ be prepared to work hard.

CHANGING SUBJECTS THROUGHOUT YEAR 11 and 12 PUTS STUDENTS at RISK of NOT GAINING a QCE.

In years 11 & 12, students **MUST** study six (6) subjects: one (1) English; one (1) Mathematics and four (4) other subjects. Please note that some subjects have a subject fee (between \$50 to \$100) to cover materials.

KLA	APPLIED or VET	GENERAL
ENGLISH	Essential English	English Literature English as an Additional Language
MATHEMATICS	Essential Mathematics	General Mathematics Mathematical Methods Specialist Mathematics
SCIENCE	Science in Practice	Biology* Chemistry* Physics* Psychology*
HUMANITIES and SOCIAL SCIENCES, LANGUAGES and BUSINESS (HaSSLaB)	Tourism Social & Community Studies Certificate II in Workplace Skills (BSB)	Ancient History Modern History Geography Accounting Business Japanese
ARTS	Dance in Practice Media Arts in Practice Visual Arts in Practice Dance POE (requires successful audition)	Dance Drama Film, Television And New Media Music Music Extension (year 12 only) Visual Art
DIGITAL TECHNOLOGIES	Certificate II in Applied Digital Technologies (ADT) Information and Communication Technologies – Esports (ICJ)*	
DESIGN TECHNOLOGIES	Early Childhood Studies Engineering Skills* Furnishing Skills* Certificate II Hospitality*	Design Food & Nutrition*
HEALTH & PHYSICAL EDUCATION	Sport & Recreation Certificate III Sport & Recreation (Rugby League)* Certificate III Sport & Recreation (Netball)* Rugby League POE (requires successful audition)	Health Physical Education
VET	Certificate II In Active Volunteering/Certificate II in Financial Services Certificate II in Sampling & Measurement* Diploma of Social Media* Certificate IV Real Estate* Diploma of Business* Certificate II in Skills for Work and Voc. Pathways	
* Additional subject fees apply		

GENERAL SUBJECTS AND VET THAT CONTRIBUTE TO AN ATAR	
YEAR 11/12 SUBJECT	REQUIREMENTS FOR SUCCESS: ACHIEVEMENT IN YEAR 10
English (ENG)	B or higher in English (not including Essential English)
Literature (LIT)	B or higher in English (not including Essential English)
English as an Additional Language (EAL)	C+ or higher in English - plus non-English speaking background or Indigenous background
General Mathematics (MAG)	B or higher in Mathematics
Mathematical Methods (MAM)	B or higher in Introduction to Mathematical Methods
Specialist Mathematics (MAS)	B or higher in Introduction to Mathematical Methods + must also enrol in Mathematical Methods
Accounting (ACC)	C or higher in English and Mathematics and preferable to have completed Business in Year 10 but not mandatory
Ancient History (AHS)	C or higher in History and/or Geography C or higher in English
Business (BUS)	C or higher in English and preferable to have completed Business in Year 10 but not mandatory
Geography (GEG)	C or higher in Geography and/or History C or higher in English
Japanese (JPS)	C or higher in Japanese
Modern History (MHS)	C or higher in History and/or Geography C or higher in English
Psychology (PSY)	C or higher in Mathematics (MAT or MMI) C or higher in English C or higher in Science General (Introduction to Biology and Psychology or Introduction to Chemistry and Physics)
Biology (BIO)	B or higher in English C or higher in Mathematics (MAT or MMI) B or higher in Introduction to Science in Practice/Action or C or higher in Science General (Biology/Psychology or Chemistry/Physics)
Chemistry (CHM)	C or higher in English C or higher in Mathematics (MAT or MMI) C or higher in Science General (Introduction to Biology and Psychology or Introduction to Chemistry and Physics)
Physics (PHY)	C or higher in Science General (Introduction to Biology and Psychology or Introduction to Chemistry and Physics) + must also enrol in Mathematical Methods C or higher in English
Physical Education (PED)	C or higher in English (not including Essential English)
Health (HEA)	B or higher in English (not including Essential English)
Certificate III in Sport & Rec (Rugby League) (VSR)	Enrolment in Year 10 Rugby League program (Additional costs)
Certificate III in Sport & Rec (Netball) (VSR)	Enrolment in Year 10 Girls Sport Specialisation (Additional costs)
Dance (DAN)	C or higher in Year 8, 9 or 10 Dance
Dance POE	Audition and C or higher in DAX 10 Must be successful in audition (currently completing a scoping exercise to incorporate Cert III Dance into POE program for enrolled students in the near future)
Drama (DRA)	Preferable to have completed Drama in Year 9 or 10 at a C level or higher and achieved a C in English in Year 10
Film, Television & New Media (FTM)	Preferable to have completed Media Arts in Year 9 or 10 at a C level or higher
Music (MUS)	Preferable to have completed Music in Year 9 or 10 at a C level or higher
Music Extension (MEX)	A in Year 11 Music (Year 12 only subject)
Visual Art (ART)	Must have completed Art in Year 9 or 10 at a C level or higher and achieved a C in English in Year 10
Food & Nutrition (FNU)	C or higher in Science and English leading toward a future in nutritional food science, nutrition etc Applied Health
Design (DES)	C for Maths and English, interested in a future in the design industry such as architect, interior design, graphic design, multimedia

APPLIED SUBJECTS AND VET SUBJECTS

YEAR 11/12 SUBJECT	REQUIREMENTS FOR SUCCESS: ACHIEVEMENT IN YEAR 10
Essential English (ENE)	English Essential English
Essential Mathematics (MAE)	Mathematics Essential Mathematics
Tourism (TOU)	History, Geography and/or Tourism and Community Specialisation
Social & Community Studies (SCS)	History, Geography and/or Tourism and Community Specialisation
Certificate II in Workplace Skills (BSB) (VBU)	Open to all
Science in Practice (SCP)	Science or Science in Action
Sport & Recreation (REC)	Interest in Physical Activity
Dance in Practice (DIP)	Prior experience in Dance in years 8, 9 or 10
Dance POE <i>(currently completing a scoping exercise to incorporate Cert III Dance into the POE for enrolled students in the near future)</i>	Audition and C or higher in DAX 10 Must be successful in audition
Dance Program of Excellence	Entry Process—Audition. A minimum B rating in Year 10 Dance desirable
Media Arts in Practice (MAP)	Preferable to have studied Media Arts in Years 8-10
Music in Practice (MUP)	Preferable to have studied Music in Years 8-10
Visual Arts in Practice (VAP)	Preferable to have studied Visual Art in Years 8-10
Furnishing Skills (FUR)	Interest in working with timber leading toward a future in building, construction, furnishing, cabinet making etc.
Engineering Skills (ESK)	Interest in working with metal leading toward a future in the metal industry, boiler maker, mechanic, welder etc.
Early Childhood Studies (ECS)	Interest in working with children and planning age appropriate activities with a future direction in early Childhood education
Certificate II in Hospitality (VHS)	Interest in working within the Hospitality Industry, Years 8/9 FND or Year 10 IHS Highly recommended.
Certificate II in Applied Digital Technologies (ADT)	Open to all—BYO device
Information and Communication Technologies— Esports and Robotics (ICJ)	Open to all
Certificate II in Active Volunteering (VAL)	Interested in community volunteering • Combined with Certificate II in Financial Services—BYO device
Certificate II in Financial Services	Open to all • Combined with Certificate II in Active Volunteering
Certificate II in Sampling & Measurement & Certificate III in Laboratory Skills	VETis funded/additional cost (external provider) +\$500 (Certificate III)
Diploma of Business (BSV)	C or higher in English & Mathematics \$2500—BYO device
Diploma of Social Media	C or higher in English or Maths \$2750—BYO device
Certificate IV in Real Estate	C or higher in English—BYO device

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General—Design | Food & Nutrition **Applied**—Engineering Skills | Furnishing Skills | Early Childhood Studies

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Applied— Information, Communication and Technology (ICJ Esports)

VET—Certificate II in Applied Digital Technology

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General—Dance | Drama | Film, Television & New Media | Music | Visual Art

Applied— Dance in Practice | Media Arts in Practice | Music in Practice | Visual Arts in Practice, Dance POE

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Certificate II in Sampling & Measurement | Certificate II in Active Volunteering |

Certificate II in Skills for Work & Vocational Pathways | Certificate II in Financial Services

| Certificate IV in Real Estate Practice | Diploma of Business | Diploma of Social Media

School | TAFE | WestEC Trade Training Centre

ENGLISH

ENGLISH | GENERAL senior subject

English focuses on the study of both literary texts (novels, plays, films and stories) and non-literary texts (news stories, blogs etc). Students learn to become independent readers and writers of a range of texts. They learn to use language confidently in a range of situations. They also learn to become critical consumers of the many texts we all experience in our lifetime. They are taught the skills to allow them to manage the language requirements of any future university course.

The texts we study include:

- An Australian novel (yr 11)
- A gothic novel from last century (yr 12)
- Two Shakespearean plays (one in each year level)
- A range of poetry and short stories
- Two films (one in each year level)
- Media texts – news, blogs, vlogs, cartoons, advertisements, social media etc

Pathways

This General subject is designed to give the students a good preparation for future study at university (or TAFE) and for life and work in general. Most universities require a pass in one of the General English subjects for entry into their course (pre-requisite).

- English (or Literature or EAL) is a pre-requisite for most university courses.
- English and Literature are different subjects, covering different texts in different ways and can be studied together.
- English and English as an Additional Language (EAL) **cannot** be studied together.

Structure

Our Year 11 Course:

Unit 1		Unit 2	
Formative internal assessment (FIA1) – <ul style="list-style-type: none">• Extended response – persuasive spoken	25%	Formative internal assessment (FIA3) – <ul style="list-style-type: none">• Extended response – imaginative written examination	25%
Formative internal assessment (FIA2) – <ul style="list-style-type: none">• Extended response – written analytical assignment for a public audience	25%	Formative internal assessment (FEA) – <ul style="list-style-type: none">• Extended response – analytical written examination	25%

Units 1 & 2 are studied in year 11, with four assessments and are very similar to those studied in year 12.

ENGLISH

Summative assessments

Our Year 12 Course:

Unit 3		Unit 4	
Summative internal assessment (IA1) – <ul style="list-style-type: none">Extended response – persuasive spoken	25%	Summative internal assessment (IA3) – <ul style="list-style-type: none">Extended response – imaginative written examination	25%
Summative internal assessment (IA2) – <ul style="list-style-type: none">Extended response – written analytical assignment for a public audience	25%	Summative external assessment (EA) – <ul style="list-style-type: none">Extended response – analytical written examination	25%

In units 3 & 4, students complete four assessments. The results from each are added together to provide a subject score out of 100. The results are used to calculate a student's ATAR. Student will also receive an overall subject result (A-E).

ENGLISH as an ADDITIONAL LANGUAGE (EAL)

ENGLISH as an ADDITIONAL LANGUAGE | GENERAL senior subject

English as an Additional Language is designed for students for whom English is not their first or home language. It develops students' knowledge, understanding and language skills in Standard Australian English (SAE) and provide them with opportunities to develop higher-order thinking skills and to interpret and create texts for personal, cultural, social and aesthetic purposes.

Students learn to become independent readers and writers of a range of texts. They learn to use language confidently in a range of situations. They also learn to become critical consumers of the many texts we all experience in our lifetime. They are taught the skills to allow them to manage the language requirements of any future university course (except creative writing and English literature).

The texts we study include:

- One contemporary novel (in year 11)
- Two Shakespearean plays (one in each year level)
- Two films (one in each year level)
- A range of poetry and short stories
- Media texts eg documentaries

One difference in English as an Additional Language (compared to English and Literature) is an emphasis on how to analyse the creative writing of others without producing their own creative writing. Similar to Literature, students speak creatively rather than analytically. Also, the texts studied for their internal assessment in year 12 are shorter than for English or Literature. The external assessment piece is the same as for English.

Pathways

This General subject is designed to give the students a good preparation for future study at university (or TAFE) and for life and work in general. Most universities require a pass in one of the General English subjects for entry into their course (pre-requisite).

- English as an Additional Language (or English or Literature) is a pre-requisite for most university courses. This subject is the same for university entry as the other general English subjects.
- English as an Additional Language and English **cannot** be studied together.
- Literature and English as an Additional Language (EAL) **cannot** be studied together.

Structure

Our year 11 course:

Unit 1		Unit 2	
Formative internal assessment (FIA1) – <ul style="list-style-type: none">• Extended response – analytical essay written examination	33.3%		
Formative internal assessment (FIA2) – <ul style="list-style-type: none">• Extended response – imaginative spoken	33.3%	<ul style="list-style-type: none">• Formative internal assessment (FEA) – Extended response – analytical essay written examination	33.3%

Assessment

Units 1 & 2 are similar to those studied in year 12. However, there are 3 pieces for year 11.

ENGLISH as an ADDITIONAL LANGUAGE

Summative assessments

Our year 12 Course:

Unit 3		Unit 4	
Summative internal assessment (IA1) – <ul style="list-style-type: none">Extended response – analytical essay written examination	25%	Summative internal assessment (IA3) – <ul style="list-style-type: none">Extended response – imaginative spoken	25%
Summative internal assessment (IA2) – <ul style="list-style-type: none">Extended response – imaginative written assignment	25%	Summative external assessment (EA) – <ul style="list-style-type: none">Extended response – analytical essay written examination	25%

In units 3 & 4, students complete four assessments. The results from each are added together to provide a subject score out of 100. This result helps to calculate a student's ATAR. The results are used to calculate a student's ATAR. Students will also received an overall subject result (A-E).

LITERATURE

LITERATURE | GENERAL senior subject

Literature focuses on the study of both literary texts (novels, plays, films and stories) and articles of literary criticism. Students learn to become independent readers and writers of a range of texts. They learn to use language confidently in a range of situations. They also learn to become critical consumers of the many texts we all experience in our lifetime. They are taught the skills to allow them to manage the language requirements of any future university course.

The texts we study include:

- Two 19th century novels (one in each year level)
- Two Shakespearean plays (one in each year level)
- Two films (one in each year level)
- A range of poetry and short stories
- Articles of Literary criticism around studied novels

One difference in Literature (compared to English) is a stronger emphasis on writing and speaking creatively. Another difference is that students learn to integrate the literary criticism of others into their own analysis.

Pathways

This General subject is designed to give the students a good preparation for future study at university (or TAFE) and for life and work in general. Most universities require a pass in one of the General English subjects for entry into their course (pre-requisite).

- Literature (or English or EAL) is a pre-requisite for most university courses.
- English and Literature are different subjects, covering different texts in different ways and can be studied together.
- Literature and English as an Additional Language (EAL) **cannot** be studied together.

Structure

Our year 11 course:

Unit 1		Unit 2	
Formative internal assessment (FIA1) – <ul style="list-style-type: none">• Extended response – imaginative spoken	25%	Formative internal assessment (FIA3) – <ul style="list-style-type: none">• Extended response – imaginative written assignment	25%
Formative internal assessment (FIA2) – <ul style="list-style-type: none">• Extended response – analytical essay written examination	25%	Formative internal assessment (FEA) – <ul style="list-style-type: none">• Extended response – analytical essay written examination	25%

Assessment

Units 1 & 2 are very similar to those studied in year 12.

LITERATURE

Summative assessments

Our year 12 Course:

Unit 3		Unit 4	
Summative internal assessment (IA1) – • Extended response — imaginative spoken	25%	Summative internal assessment 3 (IA3) – • Extended response — imaginative written assignment	25%
Summative internal assessment (IA2) – • Extended response — analytical essay written examination	25%	Summative external assessment (EA) – • Extended response — analytical essay written examination	25%

In units 3 & 4, students complete four assessments. The results from each are added together to provide a subject score out of 100. This result is used to calculate a student's ATAR. Students will also receive an overall subject result (A-E).

ESSENTIAL ENGLISH

ESSENTIAL ENGLISH | APPLIED senior subject

Essential English develops and refines students' understanding of language, literature and literacy. It prepares them to interact confidently with others in everyday, community and social situations. It helps them to become critical users of language in all its forms – through reading, writing, viewing and speaking. Our world has become very strongly focused on all needing strong literacy skills. This course aims to ensure our students have all the skills they need to negotiate their world, their work and their future study at TAFE.

The texts we study include:

- One contemporary novel
- Three films
- A range of documentaries
- One contemporary play
- A range of everyday texts from social media

This subject is significantly easier to manage than the General English subjects.

Pathways

This Applied subject is designed to give the students a good preparation for their future life. It will prepare them for future study at TAFE but is not designed to prepare them for university study.

- **Essential English is NOT recognised for university entry at most universities**
- English and Essential English **can** be studied together but this is extremely rare.

Structure

Our year 11 course:

Unit 1	Unit 2
Formative internal assessment (FIA1) – <ul style="list-style-type: none">• Extended response – analytical spoken	Formative internal assessment (FIA3) – <ul style="list-style-type: none">• Extended response – multimodal analytical spoken response
Formative internal assessment – (FCIA) <ul style="list-style-type: none">• – Practice for the Common internal assessment – written short answer examination set by the QCAA	Formative internal assessment (FIA4) – <ul style="list-style-type: none">• Extended response – imaginative written assignment

Assessment

Units 1 & 2 are very similar to those studied in year 12.

ESSENTIAL ENGLISH

Summative assessments

Unit 3	Unit 4
Summative internal assessment (IA1) – <ul style="list-style-type: none">Extended response – analytical spoken	Summative internal assessment (FIA3) – <ul style="list-style-type: none">Extended response – multimodal analytical spoken response
Summative internal assessment – (CIA) <ul style="list-style-type: none">– Common internal assessment – written short answer examination set by the QCAA	Summative internal assessment (FIA4) – <ul style="list-style-type: none">Extended response – imaginative written assignment

In units 3 & 4, students complete four assessments. Each assessment is given a rating from A-E.

HEALTH & PHYSICAL EDUCATION

HEALTH | GENERAL senior subject

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

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.

Pathways

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

BYOX device required.

Objectives

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

- Recognise and describe information about health-related topics and comprehend and use the Health inquiry model
- Analyse and interpret information to draw conclusions about health-related topics and issues
- Critique information to distinguish determinants that influence health status
- Investigate and synthesise information to develop action strategies
- Evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- Organise information for particular purposes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	Peers and family as resources for healthy living <ul style="list-style-type: none">• Alcohol (elective)	Community as a resource for healthy living <ul style="list-style-type: none">• Homelessness (elective)	Respectful relationships in the post-schooling transition

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Investigation — action research	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Investigation	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination — extended response	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination—extend response	25%

HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION | GENERAL senior subject

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

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

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

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

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

Pathways

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

BYOX device required.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics in physical activity <ul style="list-style-type: none">• Motor learning integrated with a badminton• Functional anatomy and biomechanics integrated with volleyball	Sport psychology and equity in physical activity <ul style="list-style-type: none">• Sport psychology integrated with netball• Equity — barriers and enablers	Tactical awareness and ethics in physical activity <ul style="list-style-type: none">• Tactical awareness integrated with badminton• Ethics and integrity	Energy, fitness and training in physical activity <ul style="list-style-type: none">• Energy, fitness and training integrated with netball

HEALTH & PHYSICAL EDUCATION

Assessment

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

Summative assessments

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

HEALTH & PHYSICAL EDUCATION

SPORT & RECREATION | APPLIED senior subject

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

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

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

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

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

Pathways

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

Objectives

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

- Investigate activities and strategies to enhance outcomes.
- Plan activities and strategies to enhance outcomes.
- Perform activities and strategies to enhance outcomes.
- Evaluate activities and strategies to enhance outcomes.

Structure

- Sport & Recreation is a four-unit course of study. Units studied are:
- Unit 1 - Fitness for sport and recreation
- Unit 2 - Coaching and officiating
- Unit 3- Optimising performance
- Unit 4- Event management

HEALTH & PHYSICAL EDUCATION

Assessment

There are two assessments in each unit. One project and one performance task

Response Requirements	
Project Task	Performance Task
Investigation and session plan One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words 	Performance Performance: up to 4 minutes
Performance Performance: up to 4 minutes	Investigation, plan and evaluation One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
Evaluation One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words 	

VOCATIONAL EDUCATION & TRAINING

Binnacle Training 2026 Course Snapshot



2026 EDITION

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

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

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

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

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

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

WHAT DO STUDENTS ACHIEVE?

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

CAREER PATHWAYS



SKILLS ACQUIRED

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

FLEXIBLE PROGRAMS

PRACTICAL-BASED LEARNING

RESOURCES PROVIDED



**Binnacle
Training**
RTO CODE 31319



**Skills
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subsidised training provider



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VOCATIONAL EDUCATION & TRAINING

Binnacle Training 2026 Course Snapshot

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

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

TERM 1	TOPICS
	› Introduction to the Sport, Fitness and Recreation (SFR) Industry › Introduction to Coaching Programs, Laws and Legislation
TERM 2	PROGRAMS
	› Assist with Delivering Coaching Sessions (Supervisor Delivery) › Plan and Deliver Coaching Sessions (Student Delivery)
TERM 3	TOPICS
	› Introduction to Community Programs › Introduction to Conditioning Programs
TERM 4	PROGRAMS
	› Community SFR Program (Student Delivery) › Participate in Conditioning Sessions (Supervisor Delivery)
TERM 5	TOPICS
	› Working in the SFR Industry - WHS and Provide Quality Service › Introduction to Anatomy and Physiology - The Cardiovascular System
TERM 6	PROGRAMS
	› Plan and Deliver Group Conditioning Sessions › Plan and Deliver a One-on-one Cardio Program
TERM 7	TOPICS
	› Anatomy and Physiology - The Musculoskeletal System › First Aid Course: HLTAID011 Provide First Aid
TERM 8	PROGRAMS
	› Recreation Group Exercise Program
QUALIFICATION SCHEDULED FOR FINALISATION	
SIS20122 CERTIFICATE II IN SPORT AND RECREATION	
TERM 5	TOPICS
	› Deliver Outdoor Recreation Sessions
TERM 6	PROGRAMS
	› Deliver Outdoor Recreation Sessions
TERM 7	TOPICS
	› Sport-Specific Coaching Program › Developing Self-Awareness
TERM 8	PROGRAMS
	› Plan and Deliver a Sport Development Program › Plan and Deliver a Community Recreation Session for Children
TERM 9	TOPICS
	› Round-Robin Tournaments › Working Effectively with Others › Responding to Interpersonal Conflict
TERM 10	PROGRAMS
	› Plan and Deliver a Round-Robin Tournament › Role-play Conflict Scenarios
TERM 11	TOPICS
	› Officiating Sports
TERM 12	PROGRAMS
	› Officiate Modified Games

UNITS OF COMPETENCY

HLTAID011	Provide First Aid	BSBPEF302	Develop self-awareness
SISXIND011	Maintain sport, fitness and recreation knowledge	BSBTWK201	Work effectively with others
BSBPEF301	Organise personal work priorities	SISSSCO001	Conduct sport coaching sessions with foundation level participants
SISPAR009	Participate in conditioning for sport	SISOFLO001	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	SISXIND009	Respond to interpersonal conflict
SISXFAC006	Maintain activity equipment	SISXPLD002	Deliver recreation sessions
SISXCCS004	Provide quality service	TERM 7 ADD-ON UNITS OF COMPETENCY	
SISXEMR003	Respond to emergency situations	SISXWHS001	Work safely
* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)		SISXEMR001	Respond to emergency situations
		HLTAID010 HLTAID009	Provide basic emergency life support Provide cardiopulmonary resuscitation (Completed as part of Provide First Aid - HLTAID011)

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). Please note that some training and assessment services are delivered by the School (as Third Party) and 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). To access Binnacle's PDS, please visit: www.binnacletraining.com.au/rto

HUMANITIES & SOCIAL SCIENCES

ACCOUNTING | GENERAL senior subject

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

A Windows based Laptop is required for this subject. They will use their own laptop in class every day to complete their learning.

Pathways

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

Objectives

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

- describe accounting concepts and principles
- explain accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information to draw conclusions
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems
- create responses that communicate meaning to suit purpose and audience.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting In Unit 1, students explore practical applications of accounting to understand its role, purpose, and use in real-world scenarios. They analyse financial statements of companies and apply double-entry accounting principles for sole trader businesses. Students are introduced to computerized accounting processes through accounting software and spreadsheet tools to record and process transactions. The unit emphasizes comprehension, synthesis, analysis, and communication of accounting concepts, principles, and financial data to business owners and stakeholders. Topics include accounting entities, financial statements, transaction analysis, and computerized accounting.	Financial reporting In Unit 2, students learn to manage the finances of a sole trader business using accounting information. They apply accrual accounting principles to prepare balance day adjustments, determining profit or loss and net worth in financial statements. Ratio analysis helps inform potential investors and business owners. Students use computerized accounting packages and spreadsheet software for practical applications. The unit covers internal controls to secure inventories and manage credit accounts, focusing on communication of decisions and recommendations to internal users. Topics include end-of-period reporting, financial statements, and performance analysis of a sole trader business.	Managing resources In Unit 3, students learn to manage the resources of a sole trader business, including cash, accounts receivable, non-current assets, and technology. They apply double entry and accrual accounting principles to record non-current assets' purchase, depreciation, and disposal. Students produce cash budgets using spreadsheets and generate financial statements to report on the business's financial management. Emphasis is placed on using spreadsheet software for authentic accounting applications. Administrative and accounting controls are explored to protect and maintain business resources. The unit covers cash management, financial reporting, and internal controls to prevent fraud and ensure data security.	Accounting — the big picture In Unit 4, students integrate the entire process of preparing fully classified financial statements for a sole trader business, analysing and evaluating the Statement of Profit or Loss, Statement of Financial Position, and Statement of Cash Flows. They calculate ratios and evaluate financial statements to make informed business decisions. Building on Unit 1, students also examine external financial statements, calculate various ratios, and compare these with past performance and industry benchmarks to assess a public company's performance, providing recommendations for stakeholders. The unit emphasizes comprehensive financial management and decision-making.

HUMANITIES & SOCIAL SCIENCES

ACCOUNTING | GENERAL senior subject

Assessment

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

Summative assessments

Unit 1	Unit 2
<ul style="list-style-type: none">Develop at least two but no more than four assessmentsComplete at least one assessment for each unitEnsure that each unit objective is assessed at least once.	<ul style="list-style-type: none">Develop at least two but no more than four assessmentsComplete at least one assessment for each unitEnsure that each unit objective is assessed at least once.

Unit 3		Unit 4	
Schools develop three assessments using the assessment specifications and conditions provided in the syllabus.			
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">Examination — combination response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Project — cash management	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Examination — combination response	25%	Summative external assessment (EA): <ul style="list-style-type: none">Examination — short response	25%

External assessment is developed and marked by the QCAA. The external assessment in Accounting is common to all schools and administered under the same conditions, at the same time, on the same day.

Resources

- Headphones
- Laptop Required** for this subject

HUMANITIES & SOCIAL SCIENCES

ANCIENT HISTORY | GENERAL Senior subject

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

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses. Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world <ul style="list-style-type: none"> • Digging up the past • Ancient societies — Slavery • Ancient societies — Art and architecture • Ancient societies — Weapons and warfare • Ancient societies — Technology and engineering • Ancient societies — The family • Ancient societies — Beliefs, rituals and funerary practices. 	Personalities in their time <ul style="list-style-type: none"> • Hatshepsut • Akhenaten • Xerxes • Perikles • Alexander the Great • Hannibal Barca • Cleopatra • Agrippina the Younger • Nero • Boudica • Cao Cao • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart • Alternative choice of personality 	Reconstructing the ancient world <ul style="list-style-type: none"> • Thebes — East and West, 18th Dynasty Egypt • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon • Early Imperial Rome • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms 	People, power and authority <p>Schools choose one study of power from:</p> <ul style="list-style-type: none"> • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic

HUMANITIES & SOCIAL SCIENCES

Unit 1	Unit 2	Unit 3	Unit 4
		<ul style="list-style-type: none"> • The 'Fall' of the Western Roman Empire • The Medieval Crusades 	QCAA will nominate one topic that will be the basis for an external examination from: <ul style="list-style-type: none"> • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Caesar • Augustus

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> • Examination — essay in response to historical sources 		<ul style="list-style-type: none"> • Investigation — historical essay based on research 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> • Independent source investigation 		<ul style="list-style-type: none"> • Examination — short responses to historical sources 	

HUMANITIES & SOCIAL SCIENCES

BUSINESS | GENERAL senior subject

Through studying Business, students are challenged academically and exposed to authentic and real-life practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future. Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Furthermore, students will learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship.

A Windows based Laptop is required for this subject. They will use their own laptop in class every day to complete their learning.

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 a wide range of entrepreneurial pathways and a wide range of careers in the public, private and not-for-profit sectors. This course establishes a basis for further education and employment in the fields of business management, business development, business analytics, economics, business law, accounting and finance.

Objectives

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

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience

Structure

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

Units 1 and 2 for Year 11 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Units 3 and 4 for Year 12 consolidate learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — combination response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Extended response — feasibility report	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation — business report	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response	25%

Resources

- **Laptop Required** for this subject
- Headphones

VOCATIONAL EDUCATION & TRAINING

BUSINESS SERVICES TRAINING Certificate II

CERTIFICATE II in Workplace Skills | BSB20120 | VET | QCE CREDIT 4
RTO 30288



RECOMMEND

- recommended for students interested in developing business skills and pursuing a vocational pathway
- some keyboarding proficiency and computing knowledge is recommended but not essential.
- **A Windows based Laptop is required for this subject.** They will use their own laptop in class every day to complete their learning.

COURSE OVERVIEW

This qualification reflects the role of individuals in a variety of entry-level business services job roles.

- This qualification also reflects the role of individuals who have not yet entered the workforce and are developing the necessary skills in preparation for work.
- These individuals carry out a range of basic procedural, clerical, administrative or operational tasks They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.
- This qualification is from the Business Services Training Package.
- Students who successfully complete this qualification will be awarded BSB20120 Certificate II in Workplace Skills.

BSB20120 CERTIFICATE II IN COMPETENCIES		
Code	Competency Name	Core/Elective
BSBCMM211	Apply communication skills	C
BSBOPS201	Work effectively in business environments	C
BSBPEF202	Plan and apply time management	C
BSBSUS211	Participate in sustainable work practices	C
BSBWHS211	Contribute to the health and safety of self and others	C
BSBPEF201	Support personal wellbeing in the workplace	E
BSBTEC201	Use business software applications	E
BSBOPS202	Engage with customers	E
BSBOPS203	Deliver a service to customers	E
FSKDIG001	Use digital technology for short and basic workplace tasks	E

ASSESSMENT

Assessment methods appropriate to the competency outcomes will be used to assess competencies.

Tasks include:

- portfolio
- direct observation of student activity
- questions (written, online or direct verbal)
- reviews of things students produce (project work, folios, online material, products/services).
- Students are given several opportunities to re-sit for competencies if they are not achieved at first attempt.

ASSESSMENT SUMMARY

- Assessment will be undertaken over the two –year course using a ‘hands-on’ approach.
- Students will be completing assessment electronically, online and paper based.
- Students will complete units of competency which go towards CERTIFICATE II in WORKPLACE SKILLS.

RESOURCES

- USB memory Stick
- Headphones
- **Laptop Required** for this subject

HUMANITIES & SOCIAL SCIENCES

GEOGRAPHY | GENERAL senior subject

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

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices. Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones <ul style="list-style-type: none">• Natural hazard zones• Ecological hazard zones	Planning sustainable places <ul style="list-style-type: none">• Responding to challenges facing a place in Australia• Managing the challenges facing a megacity	Responding to land cover transformations <ul style="list-style-type: none">• Land cover transformations and climate change• Responding to local land cover transformations	Managing population change <ul style="list-style-type: none">• Population challenges in Australia• Global population change

Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — combination response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Extended response — data report	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation — field report	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response	25%

MODERN HISTORY | GENERAL senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none">• Australian Frontier Wars, 1788–1930s• Age of Enlightenment, 1750s–1789• Industrial Revolution, 1760s–1890s• American Revolution, 1763–1783• French Revolution, 1789–1799• Age of Imperialism, 1848–1914• Meiji Restoration, 1868–1912• Boxer Rebellion, 1900–1901	Movements in the modern world <ul style="list-style-type: none">• Australian Indigenous rights movement since 1967• Independence movement in India, 1857–1947• Workers' movement since the 1860s• Women's movement since 1893• May Fourth Movement in China, 1919• Independence movement in Algeria, 1945–1962• Independence movement in Vietnam, 1945–1975	National experiences in the modern world <ul style="list-style-type: none">• Australia, 1914–1949• England, 1707–1837• France, 1799–1815• New Zealand, 1841–1934• Germany, 1914–1945• United States of America, 1917–1945• Soviet Union, 1920s–1945• Japan, 1931–1967• China, 1931–1976• Indonesia, 1942–1975• India, 1947–1974• Israel, 1948–1993• South Korea, 1948–1972	International experiences in the modern world <ul style="list-style-type: none">• Australian engagement with Asia since 1945• Search for collective peace and security since 1815• Trade and commerce between nations since 1833• Mass migrations since 1848• Information Age since 1936• Genocides and ethnic cleansings since 1941• Nuclear Age since 1945• Cold War, 1945–1991• Struggle for peace in the Middle East since 1948

SOCIAL & COMMUNITY STUDIES | APPLIED senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

The Social and Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied, and be integrated throughout the course.

Year 11		Year 12	
Unit 1 Law Matters and Technology Today	Unit 2 Contemporary Society and Australia's Place in the World	Unit 3 Sustainable Practices and Money Management	Unit 4 Into Relationships and The World of Work
TOPIC: D1 Law Matters TOPIC: D2 Technology	TOPIC: E1 Contemporary Society TOPIC: E2 Australia's Place in the World	TOPIC: A1 Sustainable Practices TOPIC: A2 Money Management	TOPIC: C1 Into Relationships TOPIC: C2 The World of Work

HUMANITIES & SOCIAL SCIENCES

Assessment

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

- one project or investigation
- one examination
- no more than two assessments from each technique.

Year 11		Year 12	
Unit 1 Assessment	Unit 2 Assessment	Unit 3 Assessment	Unit 4 Assessment
Extended Response (Case Study)	Investigation (Equity and inclusion)	Project (Fast fashion)	Project (Advice – podcast or blog post)
Project (Advice – podcast or blog post)	Project	Extended Response (Case Study)	Investigation (Issues i.e.; sexism, discrimination)

HUMANITIES & SOCIAL SCIENCES

ASSESSMENT

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1 	<ul style="list-style-type: none"> • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2 		<ul style="list-style-type: none"> • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

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

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> • Examination — essay in response to historical sources 		<ul style="list-style-type: none"> • Investigation — historical essay based on re-search 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> • Independent source investigation 		<ul style="list-style-type: none"> • Examination — short responses to historical sources 	

TOURISM | APPLIED senior subject

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services. Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

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

Pathways

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

Objectives

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

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations.

Structure

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

Year 11		Year 12	
Unit 1	Unit 2	Unit 3	Unit 4
Unit 1 option A: Tourism & Travel	Unit 2 option B: Tourism & Marketing	Unit 3 option C: Tourism trends & patterns	Unit 4 option E: Tourism industry & careers

Assessment

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

- one project
- one examination
- no more than two assessments from each technique.

Year 11		Year 12	
Unit 1 Assessment	Unit 2 Assessment	Unit 3 Assessment	Unit 4 Assessment
A2 – Project Traveller Information package for international destination	B1 – Investigation Current marketing campaign (where the bloody hell are ya)	C1 – Investigation Environment impacts of South Bank	E1 – Investigation Type of tourism in a particular region OR FNQ
A1 – Investigation Impacts of Tourism (Excursion – possibly Dreamworld)	B2 – Project Develop tourist promotion for Australian destination (Excursion - possible Gold Coast, the lake)	C2 – Project Sustainable Tourism (Excursion – possibly Australia Zoo)	E2 – Project Careers in Tourism PP – promoting career (cruise ships, travel agent, eco)

MATHEMATICS

GENERAL MATHEMATICS | GENERAL senior subject

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.

Pathways

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

Objectives

The objectives outline what students have the opportunity to learn.

- Recall mathematical knowledge.
- Use mathematical knowledge.
- Communicate mathematical knowledge.
- Evaluate the reasonableness of solutions.
- Justify procedures and decisions.
- Solve mathematical problems.

MATHEMATICS

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations <ul style="list-style-type: none"> Consumer arithmetic Shape and measurement Similarity and scale Algebra Linear equations and their graphs. 	Applications of linear equations and trigonometry, matrices and univariate data analysis <ul style="list-style-type: none"> Applications of linear equations and their graphs Applications of trigonometry Matrices Univariate data analysis 1 Univariate data analysis 2. 	Bivariate data and time series analysis, sequences and Earth geometry <ul style="list-style-type: none"> Bivariate data analysis 1 Bivariate data analysis 2 Time series analysis Growth and decay in sequences Earth geometry and time Zones. 	Further calculus trigonometry and statistics <ul style="list-style-type: none"> Further integration Trigonometry Continuous random variables and normal distribution Sampling and proportions.

Assessment

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

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	15%
<ul style="list-style-type: none"> Problem-solving and modelling task 		<ul style="list-style-type: none"> Examination 	
Summative internal assessment 2 (IA2):	15%		
<ul style="list-style-type: none"> Examination 			
Summative external assessment (EA): 50%			
<ul style="list-style-type: none"> Examination 			

MATHEMATICAL METHODS | GENERAL senior subject

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.

Pathways

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

Objectives

The objectives outline what students have the opportunity to learn.

- Recall mathematical knowledge.
- Use mathematical knowledge.
- Communicate mathematical knowledge.
- Evaluate the reasonableness of solutions.
- Justify procedures and decisions.
- Solve mathematical problems.

MATHEMATICS

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability <ul style="list-style-type: none"> • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability. 	Calculus and further functions <ul style="list-style-type: none"> • Exponential functions • Logarithms and logarithmic • Introduction to differential calculus • Applications of differential calculus • Further differentiation. 	Further calculus and introduction to statistics <ul style="list-style-type: none"> • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables. 	Further functions and statistics <ul style="list-style-type: none"> • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • Interval estimates for proportions.

Assessment

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

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	15%
<ul style="list-style-type: none"> • Problem-solving and modelling task 		<ul style="list-style-type: none"> • Examination 	
Summative internal assessment 2 (IA2):	15%		
<ul style="list-style-type: none"> • Examination 			
Summative external assessment (EA): 50%			
<ul style="list-style-type: none"> • Examination 			

SPECIALIST MATHEMATICS | GENERAL senior subject

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

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

Pathways

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

Objectives

The objectives outline what students have the opportunity to learn.

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems.

MATHEMATICS

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, proof, vectors and matrices <ul style="list-style-type: none"> Combinatorics Introduction to proof Vectors in the plane Algebra of vectors in two dimensions Matrices. 	Complex numbers, further proof, trigonometry, functions and transformations <ul style="list-style-type: none"> Complex numbers Complex arithmetic and algebra Circle and geometric proofs Trigonometry and functions Matrices and transformations. 	Further complex numbers, proof, vectors and matrices. <ul style="list-style-type: none"> Further complex numbers Mathematical Induction and trigonometric proofs Vectors in two and three dimensions Vector calculus Further matrices. 	Further calculus and statistical inference <ul style="list-style-type: none"> Integration techniques Applications of integral calculus Rates of change and differential equations Modelling motion Statistical inference.

Assessment

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

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	15%
<ul style="list-style-type: none"> Problem-solving and modelling task 		<ul style="list-style-type: none"> Examination 	
Summative internal assessment 2 (IA2):	15%		
<ul style="list-style-type: none"> Examination 			
Summative external assessment (EA): 50% <ul style="list-style-type: none"> Examination 			

ESSENTIAL MATHEMATICS | Applied senior subject

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.

Pathways

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

Objectives

The objectives outline what students have the opportunity to learn.

- Recall mathematical knowledge.
- Use mathematical knowledge.
- Communicate mathematical knowledge.
- Evaluate the reasonableness of solutions.
- Justify procedures and decisions.
- Solve mathematical problems.

MATHEMATICS

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and money <ul style="list-style-type: none"> • Calculations • Number • Representing data • Managing money. 	Data and travel <ul style="list-style-type: none"> • Calculations • Data collection • Graphs • Time and motion. 	Measurement, scales and chance <ul style="list-style-type: none"> • Calculations • Measurement • Scales, plans and models • Probability and relative frequencies. 	Graphs, chance and loans <ul style="list-style-type: none"> • Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • Loans and compound interest

Assessment

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Problem-solving and modelling task 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Examination

SCIENCE

BIOLOGY | GENERAL senior subject

Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

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

Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination			

Costs

Year 11 - * Term 1 (Edrolo) = \$30.00 * Term 4 (Edrolo) = \$30

Year 12 - * Term 1 (Mandatory Excursion) = \$30

SCIENCE

CHEMISTRY | GENERAL senior subject

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

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

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

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

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

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Student experiment	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">Examination			

SCIENCE

PHYSICS | GENERAL senior subject

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

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

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

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

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

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination			

SCIENCE

PSYCHOLOGY | GENERAL senior subject

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

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology. Students learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicates understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development <ul style="list-style-type: none"> • Psychological science A • The role of the brain • Cognitive development • Human consciousness and sleep 	Individual behaviour <ul style="list-style-type: none"> • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation 	Individual thinking <ul style="list-style-type: none"> • Localisation of function in the brain • Visual perception • Memory • Learning 	The influence of others <ul style="list-style-type: none"> • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	10%	Summative internal assessment 3 (IA3):	20%
<ul style="list-style-type: none"> • Data test 		<ul style="list-style-type: none"> • Research investigation 	
Summative internal assessment 2 (IA2):	20%		
<ul style="list-style-type: none"> • Student experiment 			
Summative external assessment (EA): 50% <ul style="list-style-type: none"> • Examination 			

SCIENCE

SCIENCE IN PRACTICE | APPLIED senior subject

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

Pathways

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

Objectives

By the conclusion of the course of study students should:

- explain concepts and procedures
- execute procedures
- analyse information
- interpret information
- plan investigations and projects
- evaluate procedures, conclusions and outcomes
- communicate procedures, conclusions and outcomes.

Structure

Core topics	
<ul style="list-style-type: none">• Consumer science• Ecology and environment• Forensic science• Disease and diagnosis	<ul style="list-style-type: none">• Resources, energy and sustainability• Transport.

Assessment

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

- Investigation
- Project (product of performance)

DESIGN TECHNOLOGIES

DESIGN | GENERAL senior subject

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

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

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts.

Pathways

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

Objectives

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

- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low-fidelity physical prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder <ul style="list-style-type: none">• Centred design• Designing for others	Commercial design influences <ul style="list-style-type: none">• Responding to needs and wants	Human-centred design <ul style="list-style-type: none">• Designing with empathy	Sustainable design <ul style="list-style-type: none">• Responding to opportunities

DESIGN TECHNOLOGIES

Formative Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are used to determine a result A-E.

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Examination—design challenge	20%	Formative internal assessment 1 (FIA3): • Project	30%
Formative internal assessment 2 (FIA2): • Project	30%	Formative internal assessment 2 (FIA4): • Examination—design challenge	20%

Summative Assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — design challenge	20%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	30%	Summative external assessment (EA): • Examination — design challenge	25%

Subject Specific Stationary

Required Resources

- A small range of thick and thin pens which can write on paper and tracing paper, eg. Artline 210 and Artline 200 in black, blue and red
- Set of colouring pens and pencils
- A4 visual diary
- Folder/document wallet to store and protect work between home and school
- A3 copy paper at home for practice, homework, projects etc.

FOOD & NUTRITION | GENERAL senior subject

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection. Students will use applied chemistry to explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values.

This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Students studies of the food system include the sectors of production, processing, distribution, consumption, research and development. They actively engage in a food and nutrition problem-solving process to create food solutions, practical experiments that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

(This is **NOT** a hospitality skills subject therefore minimal cooking. Rather, it is a food science and production subject).

Pathways

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, food technology, nutrition and health, food blogger, health care, educator and chef.

Objectives

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

- recognise and describe food and nutrition facts and principles
- explain food science and nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data to develop ideas for solutions
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein <ul style="list-style-type: none">• Introduction to the food system• Vitamins and minerals• Protein• Developing food solutions	Food drivers and emerging trends <ul style="list-style-type: none">• Consumer food drivers• Sensory profiling• Labelling and food safety• Food formulation for consumer markets	Food science of carbohydrate and fat <ul style="list-style-type: none">• The food system• Carbohydrate• Fat• Developing food solutions	Food solution development for nutrition consumer markets <ul style="list-style-type: none">• Formulation and reformulation for nutrition consumer markets• Food development process

Assessment

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

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none">• (1A1) Examination (25%)• (1A2) Project (25%)	<ul style="list-style-type: none">• (1A3) Project (25%)• (1A4) Examination (25%)	<ul style="list-style-type: none">• (1A1) Examination (25%)• (1A2) Project (25%)	<ul style="list-style-type: none">• (1A3) Project (25%)• (EA) Examination (25%)

Summative Assessments

N.B. Given the high consumable nature of this subject a fee of \$50 will be charged separate to the school's Student Resource Scheme. This fee covers the additional cost of materials and consumables for this subject.

ENGINEERING SKILLS | APPLIED senior subject

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

Students study manufacturing and engineering industry practices and processes. They engage in learning to create solutions that meet local needs. Students learn to interpret drawings and technical information, select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate in a variety of ways, including oral, written and graphical modes. Students organise, calculate, plan, evaluate and adapt production processes and the products they produce.

Students develop transferable skills relevant to future employment opportunities in the engineering and manufacturing sectors and beyond. These skills promote adaptable, competent, self-motivated and safe individuals who can work individually or as a member of a team.

Pathways

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

Objectives

By the conclusion of the course of study students should be able to

- Demonstrate practices, skills and procedures
- Interpret drawings and technical information
- Select practices, skills and procedures
- Sequence processes
- Evaluate skills and procedures, and products
- Adapt plans, skills and procedures.

Structure

The Engineering Skills course is designed around four themed units.

Unit 1: Fitting and machining

Unit 2: Production in the transport engineering industry

Unit 3: Welding and fabrication

Unit 4: Production in the manufacturing engineering industry

Students are required to wear steel cap safety boots at all times during practical lessons. School will have a minimal number to borrow, should shoes be forgotten for one lesson.

Please note – order of units is correct at time of publication, however may change before the start of the 2025 school year.

Assessment

For Engineering Skills, assessment usually consists of two assessment items

- One project – assignment and practical product
- One practical demonstration – practical product and documented production process

Fitting and machining	Production in the transport engineering industry	Welding and fabrication	Production in the manufacturing engineering industry
Item 1 – Plane Paperweight	Item 1 – Folding Shovel	Item 1 – Camping BBQ	Item 1 – Household hammer
Item 2 – Sliding T-square	Item 2 – Model Piston	Item 2 – Brazier	Item 2 – Door Hangers

- Please note—order of items is correct at time of publication, but may change before the start of the unit.

N.B. Given the high consumable nature of this subject a fee of \$85 will be charged separate to the school's Student Resource Scheme. This fee covers the additional cost of materials and consumables for this subject.

DESIGN TECHNOLOGIES

FURNISHING SKILLS | APPLIED senior subject

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.

Students study the manufacturing and furnishing industry's practices and processes. They engage in learning to create solutions that meet local needs. Students learn to recognise and apply industry practices, interpret drawings and technical information, demonstrate safe practical processes using hand/power tools and machinery. They communicate in a variety of ways, including oral, written and graphical modes. Students organise, calculate, plan, evaluate and adapt production process and the products they produce.

Students develop transferable skills relevant to future employment in the domestic, commercial and bespoke furnishing industries. These skills promote adaptable, competent, self-motivated and safe individuals who can work individually or as a member of a team.

Pathways

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

Objectives

By the conclusion of the course of study students should be able to

- Demonstrate practices, skills and procedures
- Interpret drawings and technical information
- Select practices, skills and procedures
- Sequence processes
- Evaluate skills and procedures, and products
- Adapt plans, skills and procedures.

Structure

The Furnishing Skills course is designed around four themed units.

Unit 1 – Furniture Making - Recognise industry career pathways for furniture-making workers in domestic, commercial and bespoke enterprises including Furniture Maker, Furniture Machinist, Wood Machinist

Unit 2 – Cabinet Making - Recognise industry career pathways for cabinet making working in domestic, commercial and bespoke enterprises, including: Cabinet Maker, Cabinet Machinist, Joiner

Unit 3 – Production in the Commercial Furniture Industry - Recognise domestic furniture enterprises career pathways including: Furniture Maker, Cabinet Maker, Upholsterer, Shop Fitter and machinist

Unit 4 – Production in the Bespoke Furniture Industry - Recognise key features of and roles in bespoke furniture enterprises, including: stages of the manufacturing process, business types in the industry, roles in business and types of trends and their influence on businesses.

- Students are required to wear safety boots at all times during practical lessons.

N.B. Given the high consumable nature of this subject a fee of \$85 will be charged separate to the school's Student Resource Scheme. This fee covers the additional cost of materials and consumables for this subject. **See over.....**

Assessment

For Furnishing Skills, assessment in all units consist of two assessment items

- One practical demonstration - assignment and practical product
- One Project – practical product and documented production process

Furniture making	Cabinet Making	Production in the Commercial Furniture Industry	Production in the Bespoke Furniture Industry
Item 1 – Contemporary trinket box	Item 1 – Small storage cabinet/Monitor stand	Item 1 – Wooden Toolbox – multi level	Item 1 – Custom Cabinet
Item 2 – Step/Stool	Item 2 – Large shoe storage cabinet	Item 2 – Machined shelf	Item 2 – Small scrap market product

- Please note – order of units is correct at time of publication, however may change before the start of the 2026 school year.

VOCATIONAL EDUCATION & TRAINING

CERTIFICATE II in HOSPITALITY | SIT20322 | VET

RTO FLSHS 30288



**Nationally
Recognised
Training**

RECOMMEND

- recommended for students who want to pursue a vocational pathway
- Basic literacy and numeracy skills are essential for successful completion
- Prior experience in FND Year 8/9 or HIS Year 10 an advantage.

COURSE OVERVIEW

Certificate II in Hospitality aims to meet the needs of students by offering a range of hospitality competencies. In particular, a program of study derived from the hospitality training package is designed to assist students to develop:

- a knowledge and understanding of the hospitality industry
- the skills and/or vocational competencies required as citizens for effective participation in the work force in general and the hospitality community in particular
- an awareness and appreciation of the importance of communication in the hospitality sector and the ability to communicate effectively in a workplace environment, using the language of hospitality appropriately
- the ability to effectively utilise a range of hospitality skills and technologies to enable them to take their places in a rapidly changing technological society
- an awareness of their individual abilities, to foster personal growth, self reliance and a sense of personal worth and esteem within the framework of social responsibility
- an awareness of moral, ethical and social responsibility within all roles related to the hospitality industry
- the knowledge, skills and attitudes necessary to participate as valued members of society and that enhance employability, enjoyment of life, preparedness for further studies and lifelong learning.

STRUCTURED WORK PLACEMENT

Students will undertake a series of functions in order to experience the nuances of working in the hospitality industry—especially in the area of customer service.

Students will use these simulated workplaces to develop and improve their understanding and skills in hospitality.

SIT20322 CERTIFICATE II IN HOSPITALITY COMPETENCIES	
Code	Competency Name
BSBTWK201	Work effectively with others
SITHIND006	Source and use information on the Hospitality Industry
SITHIND007	Use hospitality skills effectively
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate In safe work practices
SITXFSA005	Use hygienic practices for food safety
SITHFAB025	Prepare and serve espresso coffee
SITXFSA006	Participate in safe food handling practices
TLIE0009	Carry out basic workplace calculators
*SITHFAB021	Provide responsible service of alcohol
*SITHGAM022	Provide responsible gambling services
<i>*Delivered by External Provider</i>	

ASSESSMENT

Assessment methods appropriate to the competency outcomes will be used to assess competencies.

Tasks include:

- portfolio
- direct observation of student activity
- questions (written, online or direct verbal)
- reviews of things students produce (project work, folios, online material, products/services).

Students are given several opportunities to re-sit for competencies if they are not achieved at first attempt.

Students are required to wear enclosed leather shoes for all practical lessons.

N.B. Given the high consumable nature of this subject a fee of \$85 will be charged separate to the school's Student Resource Scheme. This fee covers the additional cost of materials and consumables for this subject.

RSA and RSG (*Responsible Service of Alcohol and Gaming*) may incur an additional cost.

DESIGN TECHNOLOGIES

EARLY CHILDHOOD STUDIES | APPLIED senior subject

Early Childhood Studies focuses on learning about children aged from birth to five years. Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

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

Pathways

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

Objectives

- Investigate the fundamentals and practices of early childhood learning.
- Plan learning activities
- Implement learning activities
- Evaluate learning activities

Structure

The Early Childhood Studies course is designed around four topic units.

Unit 1 – Children's Development

Unit 2 – Literacy and Numeracy

Unit 3 – Play and creativity

Unit 4 – Indoor and Outdoor environments

Assessment

For Early Childhood Studies, assessment form Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- Two investigations
- Two Projects

Unit 1 – Investigation – Play – based activity related to Children's development

Project - Play – based activity implementation and evaluation (must be different to the investigation)

Unit 2 - Investigation – Play – based activity related to literacy and/or numeracy

Project – Play -based activity implementation and evaluation (must be different to investigation)

Unit 3 - Investigation – Play-based activity related to play/creativity

Project – Play-based activity implementation and evaluation (must be different to Investigation)

Unit 4 - Investigation – Play-based activity related to indoor or outdoor environments

Project – Play- based activity implementation and evaluation (must be different to investigation).

- Please note – order and selection of units is correct at time of publication, however may change before the start of the 2025 school year.

DIGITAL TECHNOLOGIES

INFORMATION AND COMMUNICATION TECHNOLOGY | ICJ ESPORTS & ROBOTICS

APPLIED senior subject

In this subject we work through a lens of esports, robotics and drone technologies. Digital literacies are crucial to the evolving digital landscape, impacting society by revolutionising entertainment and other industries. The growing demand for digital literacy and specific skills necessitates proficiency in these areas. Industry shifts open up global opportunities in gaming, drone operations and robotics tech sectors.

The study of ICT involves understanding industry practices and processes. Students apply this knowledge in practical contexts, aligning with local needs and resources. This hands-on learning fosters transferable 21st-century skills relevant for the esports and drone sectors and future careers.

Students interpret game strategies, operate drone software, and apply their skills primarily through simulations and practical drone operations, becoming adaptable, self-motivated individuals who collaboratively solve problems in high-stakes virtual and real-world scenarios.

A Windows based laptop is required for this subject.

Pathways

Students who undertake this subject will be interested in a career in engineering, computer science, the drone and robotics industry or have a keen interest in esports as a career.

Objectives

The subject objectives outline what students have the opportunity to learn.

- Demonstrate practices, skills and processes
- Interpret client briefs and technical information
- Select practices and processes
- Sequence processes
- Evaluate processes and products
- Adapt processes and products

Unit 1	Unit 2	Unit 3	Unit 4
Layout and publishing	Web Development	Robotics	Audio and video production
In this unit, students explore layout and publishing industry practices, standards and processes. They use knowledge of industry practices and processes to demonstrate fundamental skills for producing layout and publishing products.	In this unit, students explore web development using industry standards, and processes. It aims to equip students with the skills required to design and build engaging, and user-friendly web applications tailored to the esports industry.	In this unit, students explore robotics industry practices, standards and processes. They use knowledge of industry practices and processes to demonstrate fundamental skills for producing robot or drone products.	In this unit, students explore audio and video production industry practices, standards and processes. They use knowledge of industry practices and processes to demonstrate fundamental skills for producing audiovisual products.

Resources

- Headphones

VOCATIONAL EDUCATION & TRAINING

CERTIFICATE II in APPLIED DIGITAL TECHNOLOGIES | ICT20120 | VET RTO 30288



RECOMMEND

- Computer skills would be advantageous
- **A Windows based Laptop is required for this subject.** They will use their own laptop in class every day to complete their learning. Laptop is required to be connected to the school network.

COURSE OVERVIEW

Students work with computers and software on a practical level - This training package is a purely competency-based subject. Students who complete this course have the opportunity to obtain **ICT20120 Certificate II in Applied Digital Technologies**. Throughout this course, students will undertake tasks that represent workplace environment situations. The skills and techniques they will use in the classroom will prepare them for a variety of 21st century workplace environments. In this course students will study topics including— sustainability, WHS, Office 365 digital

ICT20120—CERTIFICATE II in APPLIED DIGITAL TECHNOLOGIES			
Code	Title	Core / Elective	Semester
BSBWHS211	Contribute to the health and safety of self and others	Core	1
BSBTEC303	Create electronic presentations	Elective	1
BSBSUS211	Participate in sustainable work practices	Core	2
ICTICT213	Use computer operating systems and hardware	Core	3
BSBTEC202	Use digital technologies to communicate in a work environment	Core	3
BSBPEF201	Support personal wellbeing in the workplace	Elective	3
ICTSAS214	Protect devices from spam and destructive software	Elective	3
ICTSAS308	Run standard diagnostic tests	Elective	3
ICTICT214	Operate application software packages	Core	4
ICTICT224	Integrate commercial computing packages	Elective	4
ICTICT215	Operate digital media technology packages	Core	4
BSTEC201	Use business software applications	Elective	4

STUDY REQUIREMENTS

Students who study Certificate II in Applied Digital Technologies will be required to:

- complete work in designated timelines
- show a keen interest in computers and technology
- be willing to learn about multimedia and design
- complete homework average 30 mins per week
- access internet and a computer to use our virtual classroom from home 3 nights per week

ASSESSMENT SUMMARY

- assessment will be undertaken over the two-year course using a 'hands-on' approach
- students will complete units of competency which go towards Certificate II in Applied Digital Technologies

RESOURCES

- **(Windows) based Laptop Required** for this subject.

SPECIAL NOTE

It is essential that students comply with the school's computer policy because if students lose access their results could be affected

DISCLAIMER – The school must have certain teachers and equipment to deliver the VET components of this course. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and related qualification. The school retains the right to cancel the course if it is unable to meet requirements.

LANGUAGES

JAPANESE | GENERAL senior subject

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

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes. Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

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

Objectives

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

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Japanese.

Unit 1	Unit 2	Unit 3	Unit 4
私の暮らし My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	私達のまわり Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of Japanese culture to the world 	私達の社会 Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society 	私の将来 My future <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	15%	Summative internal assessment 3 (IA3):	30%
<ul style="list-style-type: none"> • Examination — short response 		<ul style="list-style-type: none"> • Extended response 	
Summative internal assessment 2 (IA2):	30%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> • Examination — combination response 			

THE ARTS

DANCE | GENERAL senior subject

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

Pathways

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

Objectives

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

- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and skills.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts? <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – Contemporary – At least one other genre • Subject matter: <ul style="list-style-type: none"> – meaning, purpose and context – historical and cultural origins of focus genres 	Moving through environments How does the integration of the environment shape dance to communicate meaning? <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – Contemporary – at least one other genre • Subject matter: <ul style="list-style-type: none"> – physical dance environments including site-specific dance – virtual dance environments 	Moving statements How is dance used to communicate viewpoints? <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – Contemporary – at least one other genre • Subject matter: <ul style="list-style-type: none"> – social, political and cultural influences on dance 	Moving my way How does dance communicate meaning for me? <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – fusion of movement styles • Subject matter: <ul style="list-style-type: none"> – developing a personal movement style – personal viewpoints and influences on genre

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Performance	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project — dance work	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Choreography	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none">• Examination — extended response			

THE ARTS

DRAMA | GENERAL senior subject

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

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

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

Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology. Drama assists students into a pathway of any career involving communication, critical thinking, collaboration, creativity and empathy.

Objectives

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

- demonstrate skills of drama
- apply literacy skills to communicate dramatic meaning
- interpret purpose and context in selected published texts to communicate dramatic meaning
- manipulate dramatic languages to create dramatic action and meaning
- analyze how the dramatic languages are used to create dramatic action and meaning
- evaluate the use of dramatic languages to create dramatic action and meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? <ul style="list-style-type: none">• cultural inheritances of storytelling• oral history and emerging practices• a range of linear and non-linear forms• Verbatim Theatre	Reflect How is drama shaped to reflect lived experience? <ul style="list-style-type: none">• Realism and Magical Realism• associated conventions of styles and texts	Challenge How can we use drama to challenge our understanding of humanity? <ul style="list-style-type: none">• Theatre of Social Comment, including Epic Theatre• associated conventions of styles and texts	Transform How can you transform dramatic practice? <ul style="list-style-type: none">• Contemporary performance• associated conventions of styles and texts• inherited texts as stimulus• Greek Tragedy

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Performance	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project — practice-led project	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Project — dramatic concept	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none">• Examination — extended response			

THE ARTS

FILM, TELEVISION & NEW MEDIA | GENERAL senior subject

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages. Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

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

Pathways

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

Objectives

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

- design a range of different moving-image media (video) products
- create a range of different moving-image media products
- resolve film, television and new media ideas, elements and processes
- apply literacy skills
- analyse moving-image media products
- evaluate film, television and new media products, practices and viewpoints.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation Through inquiry learning, the following is explored: <ul style="list-style-type: none"> • 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? <i>Technologies, Institutions, & Languages</i>	Stories Through inquiry learning, the following is explored: <ul style="list-style-type: none"> • 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? <i>Representations, Audiences, & Languages</i>	Participation Through inquiry learning, the following is explored: <ul style="list-style-type: none"> • 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? <i>Technologies, Audiences, & Institutions</i>	Artistry Through inquiry learning, the following is explored: <ul style="list-style-type: none"> • How do media artists use technologies to challenge conventional 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? <i>Technologies, Representations, & Languages</i>

<ul style="list-style-type: none"> • Concept: languages How do signs and symbols, codes and conventions create meaning? 	<ul style="list-style-type: none"> • Concept: languages How are media languages used to construct stories? 	<ul style="list-style-type: none"> • Concept: institutions How is participation in institutional practices influenced by social, political and economic factors? 	<ul style="list-style-type: none"> • Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?
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Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	15%	Summative internal assessment 3 (IA3):	35%
<ul style="list-style-type: none"> • Case study investigation 		<ul style="list-style-type: none"> • Stylistic project 	
Summative internal assessment 2 (IA2):	25%		
<ul style="list-style-type: none"> • Multi-platform project 			
Summative external assessment (EA): 25% <ul style="list-style-type: none"> • Examination — extended response 			

THE ARTS

MUSIC | GENERAL senior subject

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

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

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

Pathways

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

Objectives

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

- demonstrate technical skills
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music
- realise music ideas
- resolve music ideas.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs Through inquiry learning, the following is explored: <ul style="list-style-type: none">• How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	Identities Through inquiry learning, the following is explored: <ul style="list-style-type: none">• How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	Innovations Through inquiry learning, the following is explored: <ul style="list-style-type: none">• How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	Narratives Through inquiry learning, the following is explored: <ul style="list-style-type: none">• How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">Performance	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Integrated project	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Composition	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none">Examination			

THE ARTS

VISUAL ART | GENERAL senior subject

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

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

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

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

Pathways

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

Objectives

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

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual
- language, expression and meaning in artworks and practices
- evaluate art practices, traditions, cultures and theories
- justify viewpoints
- experiment in response to stimulus
- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- realise responses to communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based 	Art as code Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based 	Art as knowledge Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed 	Art as alternate Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">Investigation — inquiry phase 1	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Project — inquiry phase 3	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Project — inquiry phase 2	25%		
Summative external assessment (EA): 25% <ul style="list-style-type: none">Examination			

THE ARTS

DANCE IN PRACTICE | APPLIED senior subject

The Dance Program of Excellence strand is designed for students who seek to develop their potential along the elite pathway of dance performance. Additionally, it will prepare students for employment in the performing arts industry providing them with necessary tools for auditions, work as a freelance artist/choreographer and developing teaching skills. Students will be exposed to a variety of industry standard dance experiences and venues; working with professional guest artists to develop discipline and networks in all styles of dance. Students in Dance Program of Excellence will form the FLSHS Dance Program of Excellence performance troupes who will perform publicly at community events and represent the school at dance competitions. Therefore, a fee is attached to being enrolled in this program.

The school is currently undergoing a scoping exercise to see whether CUA30120—Certificate III in Dance can be incorporated into the Dance POE for enrolled students in the near future.

Entry Requirements

Applicants for this program need to demonstrate a high standard of dance performance skills and the capacity to work productively in a positive team environment. A student's official enrolment is unable to be finalised until they have attended a formal audition to determine their skill level suitability. Students must have a passion for dance and be willing to demonstrate commitment to after-hours rehearsals, perform in all competitions and concerts across the school year.

Pathways

A course of study in Dance Program of Excellence can establish a basis for further education and employment in dance education, dance teaching, freelance artist/choreographer, performer and event production.

Objectives

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

- recall terminology, concepts and ideas associated with dance
- interpret and demonstrate the technical and expressive skills required for dance genres
- explain dance and dance works
- apply dance concepts and ideas for particular purposes, genres, styles and contexts
- use language conventions and features to achieve particular purposes
- generate, plan and modify creative processes to produce dance works
- create communications and make decisions to convey meaning to audiences
- evaluate dance works.

Structure

Core	Electives
<ul style="list-style-type: none">• Health• Technology• Industry• Celebration	<ul style="list-style-type: none">• Hip Hop• Jazz• Musical Theatre• Contemporary• Fusion Styles• World Dance

Assessment

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

- at least one project, arising from community connections
- at least one performance, separate to an assessable component of a project.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
HEALTH	TECHNOLOGY	INDUSTRY	CELEBRATION
Students develop their knowledge and understanding about the health benefits of dance through physical, mental, emotional, social and/or creative experiences. They investigate and develop an understanding of using dance with diverse groups. Dance for health may focus on various contexts, including the use of dance for fitness, physical health, mental health and socialising. Movement can have long-term health benefits for all, regardless of age, gender, disease or disability.	Technology is infiltrating every aspect of our lives, enhancing our abilities to create, document, communicate and learn. During this unit, you have explored how technology can benefit the world of dance. This task requires you to put these new discoveries to the test, utilising technology to create a dance film of your own. Your challenge is to approach the task with nuance and an open mind, to explore the possibilities of what you can create with technology in dance.	In this unit, students will engage in technical and performative dance training to prepare for a simulated audition experience. They will develop key skills needed to succeed in an industry-style audition, including technique, performance quality, adaptability, and audition etiquette. Throughout the unit, students will build confidence in learning and performing choreography under time pressure. The unit will conclude with an audition simulation, offering students a practical opportunity to apply their skills in a professional-style setting.	In this unit, students will explore the theme of celebration through dance. They will investigate how different cultures and communities use dance to mark important events, express joy, and bring people together. Through practical workshops and creative tasks, students will learn and create choreography inspired by various celebration styles, such as festivals, weddings, and cultural ceremonies. The unit will encourage students to reflect on the significance of dance in human connection and expression, culminating in a performance that shows cases their own interpretation of a celebration dance.
ASSESSMENT: Performance of dance Performance (live or recorded): up to 4 minutes. Planning of choreography and evaluation of performance One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent. Choreography of dance Choreography (live or recorded): up to 4 minutes.	ASSESSMENT: Planning of choreography One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent. Choreographic Project Choreography (recorded): up to 4 minutes	ASSESSMENT: Choreography Project Choreography (live or recorded): up to 4 minutes. Performance of dance Performance (live or recorded): up to 4 minutes.	ASSESSMENT: Planning of choreography and evaluation of performance One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent. Performance of dance Performance (live or recorded): up to 4 minutes.

THE ARTS

MEDIA ARTS in PRACTICE | APPLIED senior subject

Media arts, encompassing film, television, radio, print, gaming, and web-based media, play a crucial role in reflecting and shaping societal values, attitudes, and beliefs. Students learn to be ethical and responsible digital users and creators, understanding the social, environmental, and legal impacts of their actions.

Through media arts, students gain knowledge and skills for emerging careers in a dynamic field constantly evolving with new technologies. They engage with relevant industry practices, promoting future employment and preparing them as innovative and safe arts workers capable of collaborative problem-solving and project-based work.

In responding to media artworks, students use analytical processes to address individual, community, or global issues, developing and justifying their plans and designs. They reflect on and evaluate the success of their own and others' creations. In making media artworks, students apply their understanding of media arts practices to communicate artistic intentions, appreciating how these artworks connect ideas with audiences. They develop competency in selecting and using media technologies and techniques, synthesising ideas through the creative process.

Pathways

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

Objectives

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

- use media arts practices - learn to create media artworks using different tools and techniques, and improve your skills based on your interests.
- plan media artworks - analyse what makes media artworks effective and choose the best strategies to achieve your creative goals.
- communicate ideas - create media artworks that express your thoughts and experiences, and work on both planning and producing them.
- evaluate media artworks - judge and reflect on the strengths and weaknesses of media artworks using proper media arts terminology.

Structure

The Media Arts in Practice course is designed around four units.

Unit 1	Unit 2	Unit 3	Unit 4
Representation Explore how media artworks represent reality on social media. Analyse artists' techniques and learn new media technologies. Experiment, plan, and create media artworks for different audiences.	Persuasion Examine how media artists use marketing trends to persuade audiences, focusing on documentaries. Discover techniques and technologies by studying other media artists. Plan and create persuasive documentaries, gather feedback, and refine your work.	Community Use media arts to promote a community event. Analyse how media artists communicate information to communities about events. Plan and make artworks that celebrate, advocate for, and inform about the event, showcasing creative thinking.	Personal Viewpoints Use media arts to comment on a societal issue of your choice. Study how media artists communicate ideas about societal issues. Plan and create media artworks that express your viewpoint, showcasing creative thinking skills .

Assessment

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

- Two design projects, and two media products
- at least two projects, with at least one project arising from community connections
- at least one product, separate to an assessable component of a project.

Project	Product
Unit 3 – Community Design for a Community Project <ul style="list-style-type: none"> • students plan media artworks as a series of promotional materials including social media campaigns, tiktok reels, documentary, posters, memes • make and evaluate the design that communicates ideas about a community club or event. 	Unit 3 – Community Community Media Artwork <ul style="list-style-type: none"> • make a media artwork that celebrates, advocates for or informs audiences about a community by implementing your design.
Unit 4 – Personal Viewpoint Design for an Awareness Campaign <ul style="list-style-type: none"> • students plan media artworks such as infographic or campaign poster that highlights the chosen societal issue • make and evaluate the design that communicates a personal viewpoint about a societal issue. 	Unit 4 – Personal Viewpoint Awareness Campaign Media Artwork <ul style="list-style-type: none"> • make a media artwork that communicates a personal viewpoint about a societal issue such as a advertisement, documentary or podcast.
Conditions: Design product <ul style="list-style-type: none"> • Variable requirements, dependent on selected pre-production format and the length or requirements of the media artwork (Assessment A2) • Design product must use pre-production conventions to communicate ideas. Planning and evaluation One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent. 	Conditions Media Artwork One of the following: <ul style="list-style-type: none"> • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s.

THE ARTS

MUSIC in PRACTICE | GENERAL senior subject

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.

The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn.

1. Use music practices.

When making, students use music elements and concepts, compositional devices and technical skills to compose and perform music works.

2. Plan music works.

When responding, students analyse key features of context and purpose to plan music works. They make decisions, explore solutions and choose strategies to achieve goals.

3. Communicate ideas.

When making, students use music elements and concepts, compositional devices and technical skills to compose and perform works that communicate ideas for a purpose within a context.

When composing, they organise and synthesise music elements and concepts and compositional devices to make music works that communicate ideas.

When performing, students use technical skills to interpret music elements and concepts and communicate ideas.

4. Evaluate music works.

When responding, students evaluate strengths, implications and limitations of their own work and the work of others. They make judgments and justify how ideas are communicated for audiences, purpose and contexts. Students select and use music terminology and language conventions when producing written, spoken or signed evaluations.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Music of Today In this unit, students make and respond to contemporary music as they become aware of the musical skills that are integral to performance and composition, including various songwriting styles and techniques.	The Cutting Edge In this unit, students develop their understanding of relevant and appropriate music technology.	Building Your Brand In this unit, students explore facets of the music industry and develop an understanding of current and emerging music genres and styles to inform the development of their artistic brand as a musician.	'Live' On Stage In this unit, students explore commercial music for the purpose of understanding the role music plays in the entertainment and media industries of the 21st century.

Assessment

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

- at least two projects
- at least one performance, separate to an assessable component of a project
- at least one product (composition), separate to an assessable component of a project.

Project (Performance)	Performance	Project (Composition)	Composition
Performance (live or recorded): up to 4 minutes.	Performance (live or recorded): up to 4 minutes.	Composition: up to 3 minutes, or equivalent section of a larger work.	Composition: up to 3 minutes, or equivalent section of a larger work.
Planning and evaluation of performance One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent 		Planning and evaluation of composition One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent 	

THE ARTS

VISUAL ARTS in PRACTICE | APPLIED senior subject

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

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

Students reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices.

Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

Pathways

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

Objectives

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

- recall terminology and explain art-making processes
- interpret information about concepts and ideas for a purpose
- demonstrate art-making processes required for visual artworks
- apply art-making processes, concepts and ideas
- analyse visual art-making processes for particular purposes
- use language conventions and features to achieve particular purposes
- generate plans and ideas and make decisions
- create communications that convey meaning to audiences
- evaluate art-making processes, concepts and ideas.

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Looking Inwards (Self) A1- Project A2- Resolved artwork 1. Use media, technologies and skills. 2. Plan figurative and/or non-figurative artworks that represent self. 3. Communicate ideas that represent self. 4. Evaluate artworks that represent self.	Looking Outwards (others) B1- Project B2- Resolved artwork 1. Use media, technologies and skills. 2. Plan artworks that represent local, national or global issues. 3. Communicate ideas about local, national or global issues in a social space. 4. Evaluate artworks that comment on local, national or global issues.	Clients C1- Project C2- Resolved artwork 1. Use media, technologies and skills. 2. Plan commissioned artworks. 3. Communicate ideas that meet client needs and specifications. 4. Evaluate artwork proposals that respond to client needs and specifications.	Transform and extend D1- Project D2- Resolved artwork 1. Use media, technologies and skills. 2. Plan artworks that represent a developing style and/or practice and connections between the work of self and others. 3. Communicate ideas that show inspiration and developed style. 4. Evaluate artworks of a chosen practitioner and their influence on own works.

Core	Electives
<ul style="list-style-type: none"> • Visual mediums, technologies, techniques • Visual literacies and contexts • Artwork realisation 	<ul style="list-style-type: none"> • 2D • 3D • Digital and 4D • Design • Craft

Assessment

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

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

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of identified skills to the production of artworks.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>A project consists of:</p> <ul style="list-style-type: none"> • a product component: variable conditions • at least one different component from the following • written: 500–900 words • spoken: 2½– 3½ minutes • multimodal <ul style="list-style-type: none"> • non-presentation: 8 A4 pages max (or equivalent) • presentation: 3–6 minutes. 	<ul style="list-style-type: none"> • variable conditions 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> • non-presentation: 10 A4 pages max (or equivalent) • presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> • non-presentation: 10 A4 pages max (or equivalent) • presentation: 4–7 minutes.

VOCATIONAL EDUCATION & TRAINING

VOCATIONAL EDUCATION, TRAINING CERTIFICATES & TAFE PROGRAMS

Forest Lake State High School offers a range of vocational education opportunities for students. These include school-based apprenticeships and traineeships, work experience/structured work placement, stand-alone vocational education programs at school and TAFE programs.

Pathways centre

The Pathways Centre has been established to offer a 'one-stop' shop for students, providing information about the range of options available, including:

- resumes
- work experience
- school-based traineeships and apprenticeships
- diploma programs
- short-course vocational education programs
- TAFE offerings and other Registered Training Organisations (RTOs)

The centre provides the opportunity for students who have dropped a subject due to TAFE or training commitments to come and work on missed work and be case-managed by Forest Lake State High School staff.

Unique Student Identifier (USI)

The Australian government requires every student who enrolls in a vocational education training program to have a **Unique Student Identifier**. Information will be given to all students on how to apply.

VOCATIONAL EDUCATION and TRAINING (VET) and the ATAR

Each VET qualification level (certificate III or higher) will have a single scaled score that can be included in a student's ATAR.

VET programs

VET in Schools offers practical and hands on education that is designed to meet the needs of industry and maximise student career pathway opportunities and employment outcomes. The VET in Schools initiative provides you with the right skills and knowledge to enter a specific career or industry. A range of vocational education programs (Certificates I – IV and Diploma Programs) are offered to secondary students by TAFE Institutes, WestEC Trade Training Centre and other Registered Training Organisations (RTOs).

VETis FUNDING

Students are eligible to apply for only **one** free Vet in Schools/Career Ready program whilst at school. It is important that students choose their vocational courses wisely.

TAFE Institutes

Students can study a range of vocational education programs at TAFE. Students attend TAFE one day per week to study their chosen career course. TAFE Queensland Institutes will open applications and **students must complete expressions of interest in 2025** to commence programs in **2026**. Students are able to complete expression of interest online at: [tafeapply.com](https://forestlakeshs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/2026%20TAFE%20at%20School%20-%202026%20Course%20Guide%20Greater%20Brisbane.pdf). Expression of Interest open on 22 July. Students must have USI to complete EOI. Students will receive an offer of a placement by email. Students are required to accept this offer. Students will receive an enrolment pack from TAFE and enrolment will be confirmed by TAFE when payment has been received by TAFE (if appropriate). Students can gain information regarding these courses by visiting the Pathways Centre, school website or by visiting the link provided:

- <https://forestlakeshs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/2026%20TAFE%20at%20School%20-%202026%20Course%20Guide%20Greater%20Brisbane.pdf>

WesTEC Trade Training Centre

Students can study a range of vocational education programs at WesTEC Trade Training Centre. Students attend WesTEC one day per week to study their chosen career course. Students that demonstrate their work readiness are able to complete structured work placement. Course information for 2026 is available at the Pathways Centre, TAFE 2026 Course Guide. Students must attend Parent Information Evening in term 4. www.westectc@eq.edu.au.

Further course information regarding other external providers offerings at WesTEC will be updated on the school website as information becomes available. Please collect information from the Pathways Centre. Students need to check emails regularly for update.

Diploma of Business/Diploma of Social Media Program

Forest Lake State High School offers opportunities for students to study Diploma of Business or Diploma of Social Media which is delivered by an external registered training organisation at school.

Benefits

- students who successfully complete a diploma whilst at school can apply to QTAC for a rank equivalence
- students can gain up to 8 QCE points
- students can gain credit towards their university studies depending on the course and university studying (thus saving higher education scheme fees).

School-based apprenticeships and traineeships (SATs)

School-based apprenticeships and traineeships provide students with the opportunity to commence their chosen apprenticeship or traineeship prior to leaving school. Students can commence their career path by combining school, paid work and off-the-job training. The students may attend school four days per week, work one day and do off-the-job training (not paid) with a registered training organisation. These arrangements can be modified to suit the needs of the students and the employer if necessary. On completion of the apprenticeship or traineeship, students are eligible to receive a nationally recognised qualification. Any competencies that are completed prior to leaving school at the end of year 12 can be recorded on the student's Queensland Certificate of Education.

Structured work placement/work experience

Structured work placement is not paid work. The program provides students with the opportunity to experience the workplace in an area that they feel they may be interested in pursuing in the future. The program allows students to explore career paths, gain knowledge, skills and values relevant to the workplace, increase their confidence and make contacts that could lead to future jobs.

**Please note—the range of vocational education programs offered at TAFE/school/SATs may be affected due to government funding changes.*

VOCATIONAL EDUCATION & TRAINING



VET OFFERINGS

Forest Lake State High School offers a range of vocational education opportunities to our senior students, both at school and with other registered training organisations (including TAFE Queensland, WestEC, Binnacle, Careers Australia and Educ8.

Program Offered at school

Students can access these vocational programs at school from Certificate I up to Diploma. There may be some costs associated with these programs.

LEVEL	CERTIFICATE	DEPARTMENT RESPONSIBLE	REGISTERED TRAINING ORGANISATION	COST	TIME	YEAR LEVEL
II	Certificate II in Active Volunteering	VET	FLSHS RTO 30288	\$50	2 years	11, 12
	Certificate II in Information Digital Media & Technology	Business/IT	FLSHS RTO 30288	Free	2 years	11, 12
	Business—Certificate II Workplace Skills	Business/IT	FLSHS RTO 30288	Free	2 years	11, 12
	Certificate II in Financial Services	VET	FLSHS RTO 30288	\$50	2 years	11, 12
	Certificate II in Hospitality	Applied Tech	FLSHS RTO 30288	Subject cost	2 years	11, 12
	Certificate II Sampling & Management	Science	ABC Training RTO 5800	VETis Funded for Cert II + \$500 for Cert III	1 year	10, 11, 12
	Certificate III Laboratory Skills					
Diploma	Diploma of Business	VET	Original Campus RTO 45322	\$2500	18 months	11, 12
	Diploma of Social Media	VET	Original Campus RTO 45322	\$2750	18 Months	11,12
	Certificate IV in Real Estate	VET	Validum RTO 41224	\$950	1 year	11, 12

VOCATIONAL EDUCATION & TRAINING



CERTIFICATE II in SAMPLING AND MEASUREMENT | MSL20118

CERTIFICATE II IN LABORATORY SKILLS | MSL30118

Course Overview

These courses will teach you the skills and knowledge required to perform a range of sampling and measurements activities as part of laboratory, production or field operations in the construction, manufacturing, food processing, resources and environmental industry sectors.



Course Outline

This course is an online course and students are required to attend a practical full day learning in the school science laboratory, demonstrating their skills, once per term.

Successful completion of this course will provide students with a nationally recognised qualification and provide credits toward their Queensland Certificate of Education. (QCE)

Refer to training.gov.au specific information about the qualifications.

Competencies (C = core, E—elective)

Unit Code	Title	MSL20118	MSL30118
MSL912001	Work within a laboratory or field workplace (induction)	E	E (B)
MSL943004	Participate in laboratory or field workplace safety	C	C
MSL952001	Collect routine site samples	E (A)	E (B)
MSL972001	Conduct routine site measurements	E (A)	E (B)
MSL922001	Record and present data	C	C
MSL973013	Perform basic tests	E (B)	E (A)
MSL933008	Perform calibrations checks on equipment and assist with its maintenance	E (B)	E (A)
MSMENV272	Participate in environmentally sustainable work practices	C	C
MSL913003	Communicate with other people		C
MSL913004	Plan and conduct laboratory field work		C
MSL933006	Contribute to the achievement of quality objectives		C
MSL973014	Prepare working solutions		E (A)
MSL933005	Maintain the laboratory/field workplace fit for purpose		E (A)

Study Requirements

Pass in Science and Mathematics subject in year 10

Resources/costs

MSL20118

- This program is fully funded by the Queensland Government VET Investment Budget for eligible students. If a student is not eligible for VETiS funding a Fee for Service (FFS) arrangement of \$1900. This heavily reduced price includes the enrolment fee.

MSL30118

- An additional \$500 to complete remaining 5 units of competency.

NB. You need to Bring Your Own Device (BYOD) for this course as it is an online course.

CERTIFICATE II in ACTIVE VOLUNTEERING | CHC24015



Course Overview

This qualification covers people working in a volunteer capacity and builds on the foundation skills required by all volunteers. Volunteers are the backbone of any charity organization. Each year, Australian community members and our corporate partners, volunteer their time, skills and energy to help unlock opportunities for thousands of disadvantaged Australian children and their families. CHC24015 enables students to earn up to 4 QCE points and up to 8 QCE points when done with FNS20120 Certificate II in Financial Services.

Course Outline

This course is delivered in combination with Certificate II in Financial Services.

Competency outcomes includes:

- undertaking administrative tasks that involve basic operational knowledge, accessing and recording information and making choices between a limited range of options relevant to the job
- acquiring strategies that will assist them as volunteers to communicate more effectively with clients and be able to apply known solutions to a limited range of predictable problems
- engaging in safe work practices, and applying basic operational knowledge in a moderate range of areas relevant to the job
- developing a defined range of skills that will assist them as volunteers to work effectively with colleagues (paid and volunteer) and take limited responsibility for their work output and learning.

CHC24015	Certificate II in Active Volunteering	
BSBCMM201	Communicate in the workplace	C
CHCDIV001	Work with diverse people	C
CHCVOL001	Be an effective Volunteer	C
HLTWHS001	Participate in Workplace Health & Safety	C
FSKWTG001	Complete personal details on extremely simple and short workplace forms	E
CHCCOM001	Provide first point of contact	E
SIRXCEG006	Provide online customer service	E

Study Requirements

- Online LMS with course content
- BYO device
- note-taking in class
- working collaboratively (e.g. practical group work)
- **compulsory 20 hours volunteering placement**
- homework and assessment preparation at home.

Assessment

- students will be required to complete theory activities (e.g. assignments), and participate in 20 hours of compulsory volunteering experience both within and outside the school community
- students MUST have a laptop computer as all course content and assessment materials are online.

Resources/costs

- Students must have a BYO device as the course online.

NB. You need to Bring Your Own Device (BYOD) for this course.

CERTIFICATE II in Skills for Work and Vocational Pathways | FSK20119



Course Overview

This qualification is designed for individuals who are interested in becoming work ready, including students interested in accessing work opportunities while in years 11 and 12. Opportunities that will assist in preparing for workforce entry, casual employment, school based apprenticeships and traineeships or full time employment.

Students can earn up to 4 QCE points to contribute to their Queensland Certificate of Education (QCE).

Course Outline

This course will involve a large component of industry visits, guest speakers and real employment experiences. Based on student's identified interests and needs, relevant practical learning activities will be developed.

- Goal setting: identify learning goals and needs and develop a formal learning plan to participate in a Vocational or Workplace learning environment.
- Workplace inductions: Develop skills and knowledge to participate in workplace health and safety, interpret and respond to information in routine workplace texts in printed or digital format, such as instruction manuals, reports, emails, brochures, work instructions, spreadsheets.
- Work effectively: Identify routine workplace problems and strategies to respond to the problems as well as interact effectively with others.
- Communicate and connect in the workplace: Develop skills required to communicate in the workplace. It includes gathering, conveying and receiving information together with completing routine written correspondence.

Project		Units of Competency
1	Career Development & Workplace Learning	<ul style="list-style-type: none"> • FSKLRG011 - Use routine strategies for workplace Learning (Core) • FSKLRG010 - Use routine strategies for career planning • FKWTG009 - Write routine workplace texts
2	Accounts, Purchases & Acquisitions	<ul style="list-style-type: none"> • TLIP2032 - Maintain petty cash account • FSKDIG002 - Use digital technology for routine and simple workplace tasks • FSKRDG009 - Read and respond to routine standard operating procedures • FSKNUM015 - Estimate, measure and calculate with routine metric measurements for work • FSKNUM014 - Calculate with whole numbers and familiar fractions decimals and percentages for work
3	Taxation Payroll Superannuation	
4	Employment Conditions	
5	Logistics	<ul style="list-style-type: none"> • FSKNUM017 - Use familiar routine maps and plans for work • TLIF1001 - Follow work health and safety procedures
6	Colleague & customer Relations	<ul style="list-style-type: none"> • FSKOCM007 - Interact effectively with others at work • FSKRDG010 - Read and respond to routine workplace information • FSKLRG009 - Use strategies to respond to routine workplace problems
7	Keyboard Skills	<ul style="list-style-type: none"> • TLIK2003 - Apply keyboard skills

Assessment

Assessment appropriate to the competency outcomes will be used to assess competencies:

- portfolio
- direct observation of student activity
- questions (written online or direct verbal)
- reviews of things students produce (project work, folios, online material, products/services)
- interviews-supervised practical tasks-procedural applications
- Students MUST have a laptop as all course content and assessment materials are online.

Resources—A BYO device is compulsory for this course.

Disclaimer – The school must have certain teachers and equipment to deliver the VET components of this course. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and related qualification. The school retains the right to cancel the course if it is unable to meet requirements.

NB. You need to Bring Your Own Device (BYOD) for this course.

CERTIFICATE II in FINANCIAL SERVICES | FNS20120



Course Overview

The FNS20120 Certificate II in Financial Services is a nationally recognised training qualification and part of the official Financial Services Training Package.

This qualification equips students with foundational skills and knowledge to apply business principles in the financial industry. The certificate course offers hands-on experience through real-life scenarios and simulated environments, allowing students to grasp a wide array of business practices. Participants will gain a comprehensive understanding of the Australian financial systems. Additionally, the course covers the creation of budgets and savings plans and provides insights into managing taxation and superannuation.

Students can earn up to 4 QCE points to contribute to their Queensland Certificate of Education (QCE) or up to 8 points when completed in conjunction with CHC24015 Certificate II in Active Volunteering.

Course Outline

This course is delivered in **combination** with **Certificate II in Active Volunteering**.

Competency outcomes includes:

- This certificate will assist students with entry level positions in the finance industry.
- Students will develop a range of numeracy skills applicable to retail and business relating to savings, budgets, superannuation and taxation.
- This certification also enhances a student's ability to manage personal finances.

Competencies (C=core, E=elective)

FNS20120	Certificate II in Financial Services	Unit
BSBCMM211	Apply communication skills	C
BSBTEC201	Use business software applications	C
BSBWHS211	Contribute to health and safety of self and others	C
FNSINC311	Work together in the financial services industry	C
FNSFLT211	Develop and use personal budgets	E
FNSFLT212	Develop and use savings plans	E
FNSFLT214	Develop knowledge of superannuation	E
FNSFLT216	Develop knowledge of taxation	E

Assessment

To gain this qualification, students must successfully complete:

- various theoretical, practical and verbal assessments
- practical assessment
- interview with trainer/assessor
- Students **MUST** have a laptop as all course content and assessment materials are online.

Resources/costs

- Students must have a BYO device as the course is online.

NB. You need to Bring Your Own Device (BYOD) for this course.

CERTIFICATE IV in REAL ESTATE PRACTICE | CPP41410 | QCE Credit up to 8 points Validium Institute RTO 41224



Forest Lake State High School provides opportunities for students to study a Certificate IV in Real Estate whilst at school as a subject. Forest Lake State High School delivers the Certificate IV in partnership with Validium Institute.

This course is **studied online and students are timetabled in the Pathway Centre**. Students need to be independent learners.

VET is learning which is directly related to work. Nationally recognised qualifications are developed by industry to give people the knowledge and skills they need to work in a particular job. Students can undertake VET at school as part of their school studies – delivered and resourced by Validium Institute.

- Cost - \$950 (to be confirmed) – Payment plans available – upfront or fortnightly directly with the
- **Upon selection of this course during SET P—students will be required to pay an upfront enrolment fee in 2025 to confirm enrolment in the subject.**
- 19 Nationally Recognised Units – 5 core and 14 electives
- Ten (10) Sets of Assessments
- Self-Paced Learning – Delivered via a user-friendly interactive online learner portal.
- One-on-one trainer support and assessment help when needed
- Duration – Year 11 -Twelve (12) Months – Year 12 - Three Terms
- Students can earn up to 8 QCE Credit Points
- **Students need their own device (BYOD) for this course and bring it to every lesson**

Upon successful completion of this course, students will be issued with a CPP41419 Certificate IV in Real Estate Practice, and the applicable record of results for the following Units of Competency:

CPP41410	Certificate IV in REAL ESTATE PRACTICE	Unit	CPP41410	Certificate IV in REAL ESTATE PRACTICE	Unit
CPPREP4001	Prepare for professional practice in real estate	C	CPPREP4121	Establish landlord relationships	E
CPPREP4002	Access and interpret ethical practice in real estate	C	CPPREP4122	Manage tenant relationships	E
CPPREP4003	Access and interpret legislation in real estate	C	CPPREP4123	Manage tenancy	E
CPPREP4004	Establish marketing and communication profiles in real estate (core)	C	CPPREP4124	End tenancy	E
CPPREP4005	Prepare to work with real estate trust accounts	C	CPPREP4125	Transact in trust accounts	E
CPPREP4101	Appraise property for sale or lease	E	CPPREP4503	Present at hearings in real estate	E
CPPREP4102	Market property	E	CPPREP4506	Manage off-site and lone worker safety in real estate	E
CPPREP4103	Establish vendor relationships	E	CPPREP5006	Manage operational finances in the property industry	E
CPPREP4104	Establish buyer relationships	E	CPPREP5010	Manage customer service activities in the property industry	E
CPPREP4105	Sell property	E			

A licenced real estate agent looks after the selling and buying and/or leasing of houses. As a fully licenced real estate agent, students will be able to:

- Manage and run your own agency
- Market properties for sale and / or rent
- Find suitable renters/sellers/purchasers for properties
- Prepare contracts for sale/purchase/rental agreements
- Conduct property inspections and appraisals
- Prepare and pitch client presentations
- Handle all property related correspondence and statements
- Manage trust accounts and business finances

NOTE: Students are unable to obtain a full Real Estate License until they are 18

NB. Students MUST have own Device (BYOD) for this course as the course is online.

DIPLOMA of BUSINESS | BSB50120| QCE CREDIT POINTS 8

COLLEGE AUSTRALIA | RTO 31222



Recommended

- Recommended for students who wish to study an ATAR pathway and/or study business at university

Forest Lake State High School provides opportunities for students to study a Diploma of Business whilst at school as a subject. Forest Lake State High School delivers the diploma in partnership with College Australia.

VET is learning which is directly related to work. Nationally recognised qualifications are developed by industry to give people the knowledge and skills they need to work in a particular job. Students can undertake VET at school as part of their school studies—delivered and resourced by College Australia—at school.

Students can earn up to 8 QCE points.

BSB50120 Diploma of Business

- **Price:** \$2500— Payment plan arrangement (fee-for-service) pay by unit or upfront payment
- **Duration:** Year 11 over 18 months or Year 12 over 3 terms
- **Target Group:** Year 11 students

Course Overview

The nationally accredited Diploma of Business provides students with both theoretical and practical understanding of business practices and a valuable qualification that will help gain them employment after the completion of Year 12.

Career Pathway

Business administrator, human resources officer, marketing assistant, recruiter, project assistant coordinator or start your own small business

Assessment:

- competency based
- students complete a range of assessments including—short answer questions, projects, case studies and practical observations.

Core Units	BSB50120 Diploma of Business
BSBCRT511	Develop critical thinking in others
BSBFIN501	Manage budgets and financial plans
BSBOPS501	Manage business resources
BSBSUS511	Develop workplace policies and procedures for sustainability
BSBXCM501	Lead communication in the workplace
Elective Units	
BSBOPS504	Manage business risk
BSBMKG541	Identify and evaluate marketing opportunities
BSBTEC403	Apply digital solutions to work processes
BSBTEC404	Use digital technologies to collaborate in a work environment
BSBMKG546	Develop social media engagement plans
BSBHRM531	Coordinate health and wellness program
BSBINS512	Monitor business record systems

Cost:

- \$2500 (Payment plan available through external RTO).

NB. You need to Bring Your Own Device (BYOD) for this course.

DIPLOMA of BUSINESS | BSB50120| QCE CREDIT POINTS 8

ORIGINAL CAMPUS | RTO 45322



Recommended for students who wish to study an ATAR pathway and/or study business at university

Forest Lake State High School provides opportunities for students to study a Diploma of Business whilst at school as a subject. Forest Lake State High School delivers the diploma in partnership with Original Campus.

VET is learning which is directly related to work. Nationally recognised qualifications are developed by industry to give people the knowledge and skills they need to work in a particular job. Students can undertake VET at school as part of their school studies—delivered and resourced by Original Campus—at school.

Students can earn up to 8 QCE points.

BSB50120 Diploma of Business

- **Price:** \$2750 (to be confirmed)— Payment plan arrangement (fee-for-service) pay by unit or upfront payment/quarterly/monthly.
- **Duration:** Year 11 over 18 months or Year 12 over 3 terms
- **Target Group:** Year 11 students
The trainer attends the class one lesson per week. It is essential that students attend this class. The other 2 lessons students are working independently in the Pathways Centre on their Diploma.

Course Overview

The nationally accredited Diploma of Business provides students with both theoretical and practical understanding of business practices and a valuable qualification that will help gain them employment after the completion of Year 12.

Career Pathway

Business administrator, human resources officer, marketing assistant, recruiter, project assistant coordinator or start your own small business

Assessment:

- competency based
- students complete a range of assessments including—short answer questions, projects, case studies and practical observations

Core Units	BSB50120 Diploma of Business
BSBCRT511	Develop critical thinking in others
BSBFIN501	Manage budgets and financial plans
BSBOPS501	Manage business resources
BSBSUS511	Develop workplace policies and procedures for sustainability
BSBXCM501	Lead communication in the workplace
Elective Units	
BSBP401	Manage personal health and wellbeing
BSBTWK503	Manage meetings
BSBMKG541	Identify and evaluate marketing opportunities
BSBOPS502	Manage business operational plans
BSBLDR522	Manage people performance
SIRXSLS004	Drive sales results
BSBMKG546	Develop social media engagement plans

Cost:

- \$2750 (Payment plan available through external RTO).

NB. You need to Bring Your Own Device (BYOD) for this course.

Recommend

- Recommended for students who wish to study an ATAR pathway and/or study marketing or business at university

Forest Lake State High School provides opportunities for students to study a Diploma of Social Media whilst at school as a subject. Forest Lake State High School delivers the diploma in partnership with Original Campus.

VET is learning which is directly related to work. Nationally recognised qualifications are developed by industry to give people the knowledge and skills they need to work in a particular job. Students can undertake VET at school as part of their school studies—delivered and resourced by Original Campus—at school.

Students can earn up to 8 QCE points.

BSB50120 Diploma of Business

- Price:** \$2750— Payment plan arrangement (fee-for-service) pay by unit or upfront payment/quarterly/monthly.
- Duration:** Year 11 over 18 months or Year 12 over 3 terms
- Target Group:** Year 11 students

Course Overview

The nationally accredited Diploma of Social Media provides students with both theoretical and practical understanding of Social Media practices and a valuable qualification that will help gain them employment after the completion of Year 12.

Career Pathway

Equips you with critical skills and assists you on a path to become an expert Social media marketer, Business administrator, Social media strategist, marketing assistant, Digital marketing assistant, project assistant coordinator or start your own small business in social media marketing.

Assessment:

- competency based
- students complete a range of assessments including—short answer questions, projects, case studies and practical observations

Core Units	BSB50120 Diploma of Social Media
NAT10904001	Plan, implement and manage content marketing
SIRXMKT006	Develop a social media strategy
NAT10904002	Plan, conduct and optimise organic social media marketing
NAT10904003	Plan, manage and optimise paid social media advertising campaigns
NAT10904004	Establish, build and leverage a personal brand on social media
NAT10904005	Plan, implement and manage social media conversion strategies
BSBMKG541	Identify and evaluate marketing opportunities
BSBMKG542	Establish and monitor the marketing mix
BSBPMG430	Undertake project work

Cost:

- \$2750 (Payment plan available through external RTO).

NB. You need to Bring Your Own Device (BYOD) for this course.

VOCATIONAL EDUCATION & TRAINING

TAFE QUEENSLAND



TAFE Queensland offers a range of programs to year 11 and 12 students in 2026. Please see Pathways centre for details.

Program outline

Students attend TAFE one day per week (during the school term) over years 11 and/or 12 to study for a national qualification that will provide them with the foundation for further study and a fast track to employment.

Student Attendance

Students are required to attend **every** class as outlined in the program dates. It is important that students commit to the program and that parents support students to attend as scheduled. Students missing more than two classes during a term will be at risk of not achieving successful completion. Regular attendance will greatly enhance students' capacity to successfully complete the course.

Uniforms and Safety requirements

Students are expected to work according to occupational health and safety practices and follow the instructions from their TAFE teachers. Uniforms and/or personal protective equipment must be worn to each class. Course information sheets detail the uniforms and/or personal protective equipment for each course. Students who do not provide any safety equipment as required may not be able to participate in the scheduled class.

Fees

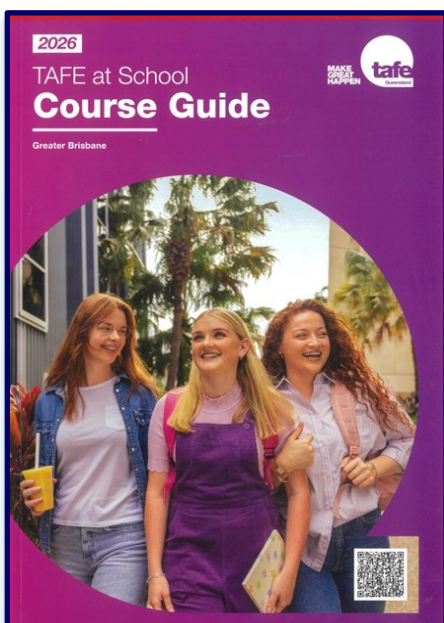
- Payment of fees forms part of the enrolment process and may vary depending on the course selected.

Entry Requirements

- **Expression of Interest** form indicating preferred course must be completed online at www.tafeapply.com
- **Applications open on Monday 21 July 2025**
- Program selection must reflect student's SET Plan options.

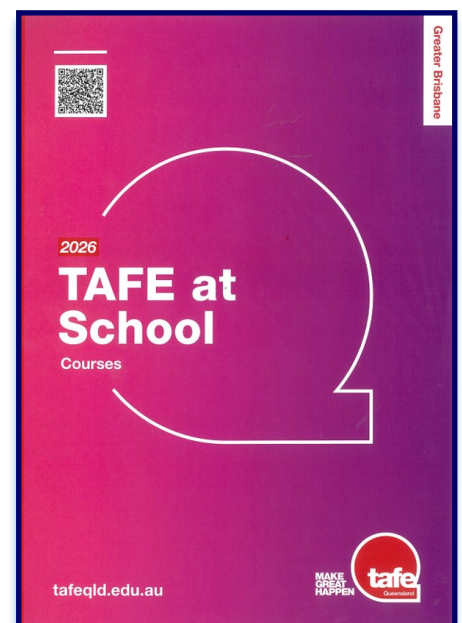
Enrolment Process

TAFE will send offers to students via email. It is essential that students and parents check their email regularly and respond in a timely manner. Students who are waitlisted will be offered any remaining places. Further information is available from the Pathways Centre.



[2026 TAFE Course Guide \(2.11KB\)](#)

[2026 TAFE Course Guide \(costs\)
\(792KB\)](#)





WestTEC

110 Nev Smith Drive, Springfield QLD 4300
07 3280 2427 | 0403 053 001
awile27@eq.edu.au
westectt.eq.edu.au

Technical Training and Pathways

WestTEC is a modern, well-equipped facility where students can undertake accredited Certificate training while still at school. The centre partners with eight local schools (Forest Lake State High School, Springfield Central State High School, Redbank Plains State High School, Woodcrest State College, Bundamba State Secondary College, Bellbird Park State Secondary College, Ripley Valley State Secondary College and Bremer State High) to provide specialised vocational training in many trade and service fields. Our successful partnership with training organisations aims to achieve positive educational outcomes for Year 10, 11 & 12 students.

Certificate II Automotive Vocational Preparation

- 4 Terms, 1 day per week.
- VETis Funded. Up to 4 QCE Points.

Certificate II Engineering Pathways

- 4 Terms, 1 day per week.
- VETis Funded. Up to 4 QCE Points.

Certificate I Construction

- 4 Terms, 1 day per week.
- VETis Funded. Up to 3 QCE Points.

Certificate II Plumbing

- 4 Terms, 1 day per week.
- VETis Funded. Up to 4 QCE Points.

Certificate II Retail Cosmetics

- 4 Terms, 1 day per week.
- VETis Funded. Up to 4 QCE Points.

Certificate II Salon Assistant

- 4 Terms, 1 day per week.
- VETis Funded. Up to 4 QCE Points.

Certificate II Salon Assistant—BARBERING

- 4 Terms, 1 day per week.
- VETis Funded. Up to 4 QCE Points.

Certificate II Electrotechnology

- 4 Terms, 1 day per week.
- VETis Funded. Up to 4 QCE Points.

Certificate II Community Services—Childcare

- 4 Terms - 1 day per week.
- VETis funded up to 4 QCE Points.

Certificate II Automotive Body Repair

- 2 Terms, 1 day per week.
- VETis Funded. Up to 4 QCE Points.

Certificate II Tourism

- 4 Terms, 1 day per week.
- VETis Funded. Up to 4 QCE Points.

Certificate II Aircraft Line Maintenance

- 6 Terms, 1 day per week.
- VETis Funded. Up to 4 QCE Points.
- Students must be in years 10 or 11 to apply.

**These are our current course offerings*

**Course offerings and prices are subject to change*

**\$55 fee for all WestTEC students—for shirt, lock for lockers & Compass card—payable to your school upon invoice.*

**Fee for Retail Cosmetics is \$25.*

**All students will be required to bring their own laptops*

*** See your school Senior Pathways HOD for more information OR on how to enrol!***

*****PLEASE NOTE COURSES AND COURSE DETAILS ARE SUBJECT TO CHANGE*****

WestTEC RTO





WestTEC

110 Nev Smith Drive, Springfield QLD 4300
07 3280 2427 | 0403 053 001
awile27@eq.edu.au
westectt.eq.edu.au

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Certificate II Health Support Services

- 2 Terms, 1 day per week.
- VETis funded. Up to 4 QCE Points.

Certificate III Health Services Assistant

- Students must have completed Certificate II Health Support Services to be enrolled in this course.
- 1 Term, 1 day per week.
- \$800 payable to Mater Education,
- Up to 6 QCE Points (including Cert II).

Certificate II Resources & Infrastructure

- 8 weeks, 1 day per week (3 night camp)
- \$100 Camp fee—payable to RTO, up to 4 QCE Points.

CONstruct Program - Year 11 & 12 ONLY

Entry via application and interview process

- 4 Terms, 1 day per week
- VETis funded, up to 4 QCE Points.

Certificate IV in Justice Studies

- 2 Terms, 1 day per week.
- Partially VETis funded, up to 6 QCE Points
- Cost: \$1990.

Certificate III Aviation (Remote Pilot)

- 4 Terms, 1 day per week.
- VETis funded, up to 6 QCE Points
- Option to complete your CASA Remote Pilot License (\$400).

Dual Certificate II Supply Chain Operations/ Certificate II Food Processing

- 2 Terms, 1 day per week.
- VETis funded +\$100 fee for service.
- Up to 6 QCE Points.

**These are our current course offerings*

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*****PLEASE NOTE COURSES AND COURSE DETAILS ARE SUBJECT TO CHANGE*****

WestTEC RTO



FOREST LAKE STATE HIGH SCHOOL



Year 11-12 Senior Curriculum Handbook 2026

www.forestlakeshs.eq.edu.au