



# SENIOR SUBJECT SELECTION HANDBOOK

GLENMORE STATE HIGH SCHOOL



2026 | 2027

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**PLEASE NOTE:**

**Information contained in this handbook is correct at the time of publication but is subject to change.**

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## Introduction

Students enrolling in Years 11 and 12 at Glenmore State High School are entering the compulsory participation phase of education.

A young person's compulsory participation phase starts when they stop being of compulsory school age (i.e., turn 16 or complete Year 10, whichever comes first) and ends when the person:

- gains a Queensland Certificate of Education (QCE), Queensland Certificate of Individual Achievement (QCIA), Senior Statement, Certificate III or Certificate IV
- has participated in eligible options for two years after the person stopped being of compulsory school age; or
- turns 17.

In the compulsory participation phase, young people have more options. They don't have to go to school, but they do have to be 'learning or earning'. That means there are a wider range of options, including continuing school, studying at an institution like TAFE or university, doing a traineeship or apprenticeship or working full-time.

The completion of the Senior Education and Training (SET) Plan will help students identify their goals for when they leave school and what they need to do to achieve them.

## 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](http://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.

To be eligible for a QCE, students must meet the following requirements:

The infographic consists of four rounded rectangular boxes arranged in a 2x2 grid. Each box contains a colored circle with a title and a list of requirements.

- Set amount** (green circle): 20 credits from contributing courses of study, including:
  - QCAA-developed subjects or courses
  - vocational education and training (VET) qualifications
  - non-Queensland studies
  - recognised studies.
- Set pattern** (blue circle): 12 credits from completed Core courses of study and 8 credits from any combination of:
  - Core
  - Preparatory (maximum 4)
  - Complementary (maximum 8).
- Set standard** (orange circle): Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.
- Literacy & numeracy** (teal circle): Students must meet literacy and numeracy requirements through one of the available learning options.

([https://www.qcaa.qld.edu.au/downloads/senior/snr\\_new\\_assess\\_te\\_qce\\_factsheet\\_requirements.pdf](https://www.qcaa.qld.edu.au/downloads/senior/snr_new_assess_te_qce_factsheet_requirements.pdf))

## ***Queensland Certificate of Individual Achievement (QCIA)***

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

## **Australian Tertiary Admission Rank (ATAR) eligibility**

The ATAR is a rank that students use to assist with their enrolment into a tertiary education course.

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.

To be eligible to receive an ATAR, students are required to have attained a C or above result in either English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

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

# Flexible Pathways

## ***School-Based Apprenticeships/Traineeships***

A School-based Apprenticeship or Traineeship (SAT) combines school with structured training and employment. The scheme has been devised to give students the opportunity to start an industry-based career while still at school. The scheme allows students (typically in Years 11 and 12) to achieve a QCE while they train in an industry to achieve nationally recognised vocational education and training qualifications. From their SAT, students complete, or partially complete, a Certificate II (Traineeship) or a Certificate III (Traineeship or Apprenticeship) while still at school. If the school-based traineeship or apprenticeship is not completed while at school, students are able to convert to full-time or part-time arrangements after they finish school, in negotiation with the employer.

## ***VET in Schools (VETiS) funded courses***

Students are able to study Vocational Education and Training (VET) courses with an external Registered Training Organisation (RTO) while studying Years 11 and 12 at Glenmore State High School. A majority of these courses are VETiS funded by the Federal Government.

Due to the funding requirement, students will only be able to study one employment stream qualification while at school. This means that TAFE and other training organisations will only be given funding to run particular courses. There may be some fees and costs associated with completing these courses however they are at a greatly reduced rate.

If students wish to complete a subsequent employment stream qualification, or a qualification not listed under the employment stream (if available), they will be required to pay full fees for the training, which could be over \$2000 per course.

For more information around VETiS courses available to Years 11 and 12 students, please see the Senior Schooling Team.

As studying an external course, or undertaking a SAT, requires students to be able to work independently and within an adult learning environment, it is important that students are ready for this type of learning in order to successfully complete a course. Students must therefore have satisfactory effort and behaviour results on their report before approval to complete an external course will be given. Each application to register for a SAT or external course will be evaluated to ensure the best outcome for the student.

## ***Tertiary Courses***

Students are able to enrol to study university courses while in Years 11 and 12. The following are programs available to students. In most cases, the courses are delivered in external mode for the students:

Start University Now (SUN)	CQUniversity Australia
GUESTS	Griffith University
START QUT	Queensland University of Technology (QUT)
Enhanced Studies Program (ESP)	University of Queensland

To obtain information regarding these programs contact the individual institution or the school Guidance Officer.

# School-based Subject Selection

All Year 10 students and their parent/carer are required to have an interview with a designated member of staff regarding their senior course of study and finalisation of the student's Senior Education and Training (SET) Plan.

During this interview, initial subject selections are made by the student in consultation with their parent/carer and school staff.

All Senior School subject offerings are dependent on minimum class sizes and the school's ability to meet the staffing and physical requirements of the subjects. If a subject or subjects are not offered, students who have nominated these subjects will be notified and guidance will be provided regarding their options. These students may have to make alternative selections.

Students have the option to select either six or a minimum of five subjects to study for the beginning of Year 11. At Glenmore State High School, these subjects will consist of:

## **Core Subjects:**

- English OR Essential English
- Math Methods OR General Mathematics OR Essential Mathematics

## **Elective Subjects:**

Students are required to select subjects from each of the elective blocks on the subject selection form. Subjects are classified as General, Applied or VET.

## **External Courses:**

For students studying external courses they may be required to spend a full day at the external course site or in a workplace. For these students, the following timetable adjustments may be made:

- Students on external courses for one day a week (including students with apprenticeships and traineeships), that are absent on a Wednesday will have 5 school-based subjects plus a study period.
- Students on external courses for one day a week (including students with apprenticeships and traineeships), that are present at school on a Wednesday will have the option of 4 school-based subjects, plus Certificate II in Skills for Work and Vocational Pathways (completed during DRG class) plus 2 study periods.

Students with a study period are able to sign in and out of school if their study lesson is on a period 1 or period 4. For study periods scheduled for periods 2 and 3, students are required to be engaging in their educational program independently in the school library.

## **Dragon Program (DRG):**

All year 11 and 12 students engage in our school-based Dragon Program for one lesson a week (every Wednesday period 3). During this program, students will study a Certificate II in Skills for Work and Vocational Pathways. This course is required to be completed as per the assessment timelines stipulated by the classroom teacher and will gain students 4 completed core credits towards their Queensland Certificate of Education (QCE).

## ***General subjects***

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

### ***External assessment***

Students studying General subjects will be required to complete an External Assessment as a part of the assessment program. External Assessments are 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 (Science/Mathematics subjects – 50%, all other subjects – 25%) to the student's overall subject result and is not privileged over summative internal assessment.

## ***Applied subjects***

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

## ***Vocational Education and Training (VET) subjects***

VET subjects are suited to students who are primarily interested in practical application of skills and would like to continue studies in these areas after school. The qualifications can be used to gain entry to work and can support students in gaining apprenticeships or traineeships.

Some VET subjects are offered by Glenmore State High School as the RTO, and some VET subjects are offered by external RTOs and these courses will either utilise the student's VETiS funding or will be use a *fee for service* funding model.

# Criteria for Subject Selection

Below is a guide which may be used when choosing your subjects:

1. **Enjoyment of learning a particular subject** – Choose elective subjects on the basis of those most enjoyed. The more a subject is liked, the more likely there is to be motivation to work well and study hard when the course becomes challenging
2. **Ability or aptitude in a subject** – Choose subjects with the prospect of good results. Use the results achieved in the middle school as a guide or ask the teacher regarding the likelihood of success in a particular subject
3. **Necessary prerequisites for tertiary study** – Students need to ensure chosen subjects meet eligibility requirements for courses.
4. **Greatest number of career options** – It is advised not to select too narrow a range of subjects as this may restrict career options. Many students in Years 10 and 11 are not ready to make a definite career choice and should not, unnecessarily, lock themselves into a narrow pathway
5. **Attainment of points for the QCE** – each selection whether it is a subject or vocational education program can gain points for the QCE. A minimum of twelve (12) points must be gained from completed Core courses.

*Students should aim to balance life at school with a carefully planned selection of vocational choices and/or co-curricular involvement. Experience suggests that the most successful students are those who are busily involved in many areas of school life.*

## Summary of Subject Offerings

Below is a summary of the subjects that are offered for 2026-2027 either at Glenmore State High School or a Rockhampton Cluster High School (e.g., North Rockhampton SHS):

General Subject	Applied Subjects	VET Courses
General Mathematics Mathematical Methods (NRSHS)	Essential Mathematics	
English Literature (NRSHS)	Essential English	
Ancient History Legal Studies Modern History Accounting (NRSHS)	Business Studies Social and Community Studies Tourism	Certificate II in Workplace Skills
	Industrial Technology Skills Furnishing Skills	<b>GlenTech Auto:</b> Certificate II in Automotive Vocational Preparation  <b>GlenTech Industrial:</b> Certificate II in Construction Pathways + Certificate II Engineering Pathways
Physical Education	Sport and Recreation	Certificate III in Fitness Certificate III in Health Support Services (NRSHS)
Biology Chemistry Psychology	Aquatic Practices Science in Practice	
Dance Drama Film, Television and New Media Visual Art Music (NRSHS)	Dance in Practice Drama in Practice Media Arts in Practice Visual Arts in Practice Hospitality Practices Fashion	Certificate II Hospitality (NRSHS)
		Certificate III in Aviation (Remote Pilot) (NRSHS)  Certificate II in Education Support (NRSHS)  Certificate III in Active Volunteering (for Leadership Students)  Certificate II in Skills for Work and Vocational Pathways (during DRG classes)  Yadaba Nunthi (Certificate II Conservation)

\*Some additional subjects are available through Distance Education, including further General Subjects.

# General Subjects

## 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.

## Assessment

### Units 1 and 2 assessments

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools report satisfactory completion of Units 1 and 2 to the QCAA for the addition of the QCE points to the students learning account. Students will also receive levels of achievement, through report cards, that are determined through the use of 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.

### 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.

# Ancient History

*General senior subject*

General

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, 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:

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Investigating the ancient world</b> <ul style="list-style-type: none"> <li>• Digging up the past</li> <li>• Beliefs, rituals and funerary practices fo Ancient Egypt</li> </ul>	<b>Personalities in their time</b> <ul style="list-style-type: none"> <li>• Alexander the Great</li> <li>• Boudicca</li> </ul>	<b>Reconstructing the ancient world</b> <ul style="list-style-type: none"> <li>• Pompeii and Herculaneum</li> <li>• The Medieval Crusades</li> </ul>	<b>People, power and authority</b> <ul style="list-style-type: none"> <li>• Ancient Rome — Civil War and the breakdown of the Republic</li> </ul> <p>QCAA nominated topic for external examination</p>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Investigation — independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

# Biology

*General senior subject*

General

Biology provides opportunities for students to engage with living systems.



Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

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

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



## *Pathways*

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



## *Objectives*

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Cells and multicellular organisms</b> <ul style="list-style-type: none"> <li>• Cells as the basis of life</li> <li>• Exchange of nutrients and wastes</li> <li>• Cellular energy, gas exchange and plant physiology</li> </ul>	<b>Maintaining the internal environment</b> <ul style="list-style-type: none"> <li>• Homeostasis — thermoregulation and osmoregulation</li> <li>• Infectious disease and epidemiology</li> </ul>	<b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"> <li>• Describing biodiversity and populations</li> <li>• Functioning ecosystems and succession</li> </ul>	<b>Heredity and continuity of life</b> <ul style="list-style-type: none"> <li>• Genetics and heredity</li> <li>• Continuity of life on Earth</li> </ul>

## Assessment

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

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

### Summative assessments

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

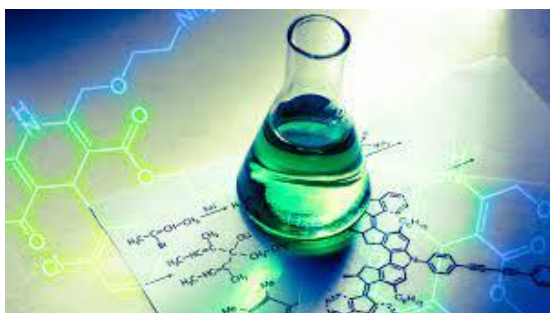
# Chemistry

*General senior subject*

General

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

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



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



Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving

and research skills), understand how it works and how it may impact society.

## *Pathways*

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



## *Objectives*

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Dance

## General senior subject

General

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
<b>Moving bodies</b> – How does dance communicate meaning for different purposes and in different contexts?	<b>Moving through environments</b> – How does the integration of the environment shape dance to communicate meaning?	<b>Moving statements</b> – How is dance used to communicate viewpoints?	<b>Moving my way</b> – How does dance communicate meaning for me?

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project — dance work	35%
Summative internal assessment 2 (IA2): • Choreography	20%		
Summative external assessment (EA): 25% • Examination — extended response			

# Drama

## General senior subject

General

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

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

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

### Pathways

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

### Objectives

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

- demonstrate skills of drama
- apply literacy skills
- interpret purpose, context and text
- manipulate dramatic languages
- analyse dramatic languages
- evaluate dramatic languages.



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Share</b> <ul style="list-style-type: none"> <li>How does drama promote shared understandings of the human experience?</li> </ul>	<b>Reflect</b> <ul style="list-style-type: none"> <li>How is drama shaped to reflect lived experience?</li> </ul>	<b>Challenge</b> <ul style="list-style-type: none"> <li>How can we use drama to challenge our understanding of humanity?</li> </ul>	<b>Transform</b> <ul style="list-style-type: none"> <li>How can you transform dramatic practice?</li> </ul>

## Assessment

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

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

### Summative assessments

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



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

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

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

### Pathways

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

### Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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



# General Mathematics

## General senior subject

General

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

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

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

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

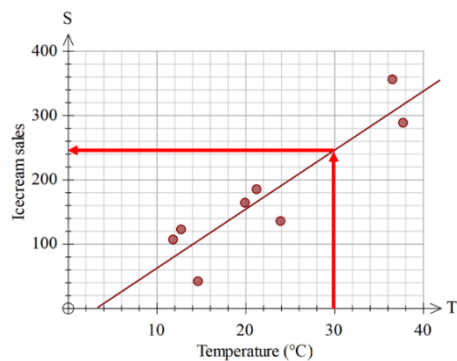
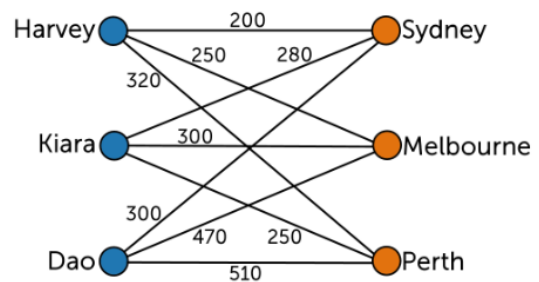
### Pathways

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

### Objectives

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

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



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Money, measurement, algebra and linear equations</b> <ul style="list-style-type: none"> <li>• Consumer arithmetic</li> <li>• Shape and measurement</li> <li>• Similarity and scale</li> <li>• Algebra</li> <li>• Linear equations and their graphs</li> </ul>	<b>Applications of linear equations and trigonometry, matrices and univariate data analysis</b> <ul style="list-style-type: none"> <li>• Applications of linear equations and their graphs</li> <li>• Applications of trigonometry</li> <li>• Matrices</li> <li>• Univariate data analysis 1</li> <li>• Univariate data analysis 2</li> </ul>	<b>Bivariate data and time series analysis, sequences and Earth geometry</b> <ul style="list-style-type: none"> <li>• Bivariate data analysis 1</li> <li>• Bivariate data analysis 2</li> <li>• Time series analysis</li> <li>• Growth and decay in sequences</li> <li>• Earth geometry and time zones</li> </ul>	<b>Investing and networking</b> <ul style="list-style-type: none"> <li>• Loans, investments and annuities 1</li> <li>• Loans, investments and annuities 2</li> <li>• Graphs and networks</li> <li>• Networks and decision mathematics 1</li> <li>• Networks and decision mathematics 2</li> </ul>

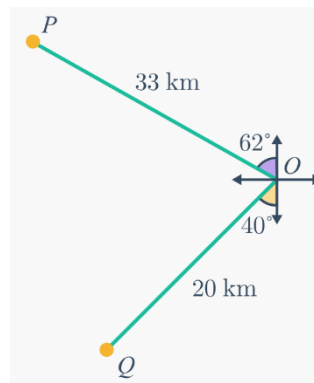
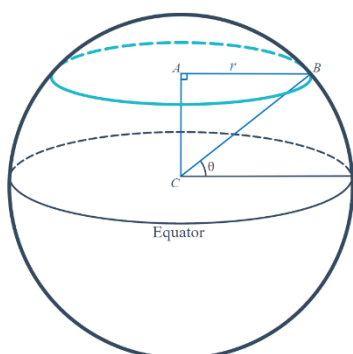
## Assessment

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

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

## Summative assessments

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



# Film, Television & New Media

General senior subject

General

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.

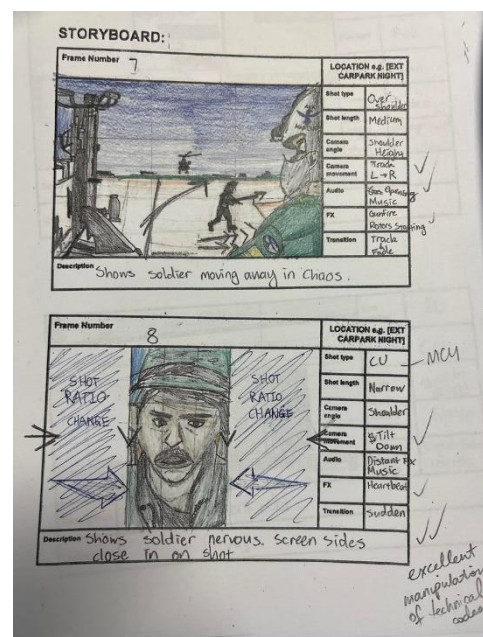
## Pathways

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 moving-image media products
- create 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
<b>Foundation</b> <ul style="list-style-type: none"> <li>Technologies</li> <li>Institutions</li> <li>Languages</li> </ul>	<b>Stories</b> <ul style="list-style-type: none"> <li>Representations</li> <li>Audiences</li> <li>Languages</li> </ul>	<b>Participation</b> <ul style="list-style-type: none"> <li>Technologies</li> <li>Audiences</li> <li>Institutions</li> </ul>	<b>Artistry</b> <ul style="list-style-type: none"> <li>Technologies</li> <li>Representations</li> <li>Languages</li> </ul>

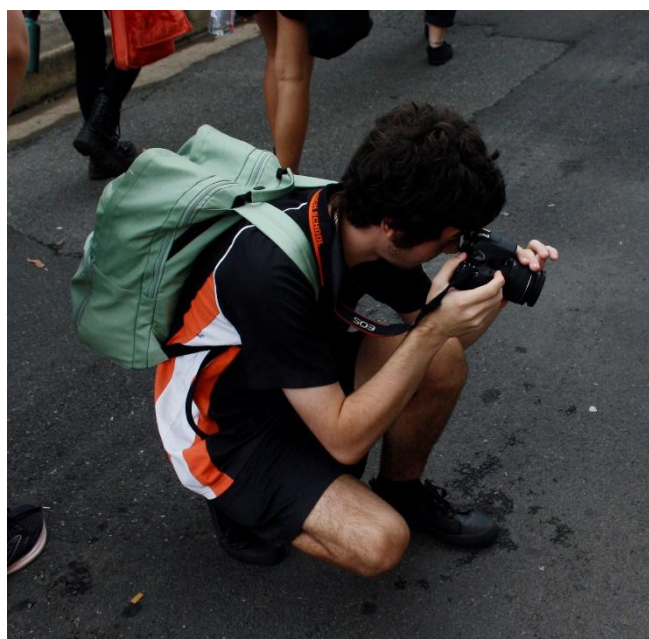
## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	15%	Summative internal assessment 3 (IA3):	35%
Summative internal assessment 2 (IA2):	25%		
Summative external assessment (EA): 25% <ul style="list-style-type: none"> <li>Examination — extended response</li> </ul>			



# Physical Education

## General senior subject

General

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students 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 and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning

experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Psychology

## General senior subject

General

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

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- ability to conduct a variety of field research and laboratory

investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence

- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

### Pathways

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

### Objectives

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

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



## Structure

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

## Assessment

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

### Summative assessments

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

# Legal Studies

*General senior subject*

General

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

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

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



## *Pathways*

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



## *Objectives*

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Beyond reasonable doubt</b> <ul style="list-style-type: none"> <li>• Legal foundations</li> <li>• Criminal investigation process</li> <li>• Criminal trial process</li> <li>• Punishment and sentencing</li> </ul>	<b>Balance of probabilities</b> <ul style="list-style-type: none"> <li>• Civil law foundations</li> <li>• Contractual obligations</li> <li>• Negligence and the duty of care</li> </ul>	<b>Law, governance and change</b> <ul style="list-style-type: none"> <li>• Governance in Australia</li> <li>• Law reform within a dynamic society</li> </ul>	<b>Human rights in legal contexts</b> <ul style="list-style-type: none"> <li>• Human rights</li> <li>• Australia's legal response to international law and human rights</li> <li>• Human rights in Australian contexts</li> </ul>

## Assessment

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

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

## Summative assessments

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





## Proposed Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ideas in the modern world</b> <ul style="list-style-type: none"> <li>• Australian Frontier Wars, 1788–1930s</li> <li>• French Revolution, 1789–1799</li> </ul>	<b>Movements in the modern world</b> <ul style="list-style-type: none"> <li>• American Civil Rights Movement</li> <li>• Independence movement</li> </ul>	<b>National experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Australia 1914-1949</li> <li>• Germany 1914–1945</li> </ul>	<b>International experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Genocide of ethnic cleansings</li> <li>• Reasons for the end of the Soviet Union</li> </ul>

## Assessment

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

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

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Investigation — independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

# Visual Art

## General senior subject

General

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.

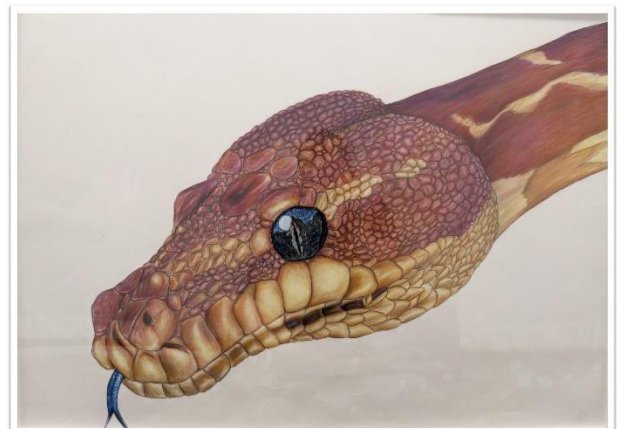
### Pathways

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 influences
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning.



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Art as lens</b> <ul style="list-style-type: none"> <li>• Concept: lenses to explore the material world</li> <li>• Contexts: personal and contemporary</li> <li>• Focus: people, place, objects</li> </ul>	<b>Art as code</b> <ul style="list-style-type: none"> <li>• Concept: art as a coded visual language</li> <li>• Contexts: formal and cultural</li> <li>• Focus: codes, symbols, signs and art conventions</li> </ul>	<b>Art as knowledge</b> <ul style="list-style-type: none"> <li>• Concept: constructing knowledge as artist and audience</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> </ul>	<b>Art as alternate</b> <ul style="list-style-type: none"> <li>• Concept: evolving alternate representations and meaning</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> </ul>

## Assessment

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

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

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	15%	Summative internal assessment 3 (IA3):	35%
<ul style="list-style-type: none"> <li>• Investigation — inquiry phase 1</li> </ul>		<ul style="list-style-type: none"> <li>• Project — inquiry phase 3</li> </ul>	
Summative internal assessment 2 (IA2):	25%		
<ul style="list-style-type: none"> <li>• Project — inquiry phase 2</li> </ul>			
Summative external assessment (EA): 25% <ul style="list-style-type: none"> <li>• Examination</li> </ul>			



# Applied and Applied (Essential) syllabuses

## Course overview

Applied and Applied (Essential) syllabuses are developmental four-unit courses of study. A course of study for Applied syllabuses includes core topics and elective areas for study.

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

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

## Assessment

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

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

Applied syllabuses do not use external assessment.

### *Instrument-specific standards matrixes*

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

### *Essential English and Essential Mathematics — Common internal assessment*

For the two Applied (Essential) syllabuses, 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 of these subjects and the other summative assessment is a common internal assessment (CIA) developed by the QCAA. The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

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

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

### *Summative internal assessment — instrument-specific standards*

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

# Essential Mathematics

*Applied senior subject*

Applied

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

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

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

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

## *Pathways*

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

## *Objectives*

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

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance

## Structure

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

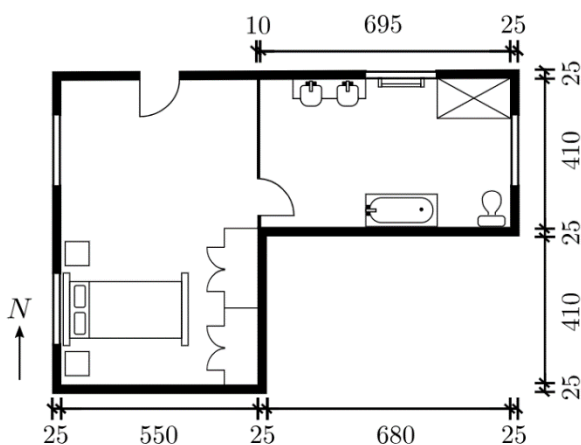
## Assessment

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

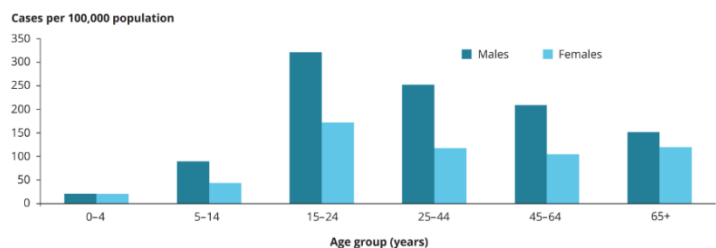
In Units 3 and 4 students complete *four* summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

## Summative assessments

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



	A	B	C	D	E
1	Spreadsheet to model a simple interest loan				
2	Principal	\$15,000.00			
3	Interest p.a.	4.50%			
4	Payment	\$400.00			
5	Payments per year	12			
6					
7	Payment period	Balance at start	Interest	Payment	Balance at end
8	1	\$15,000.00	\$56.25	\$400.00	\$14,656.25
9	2	\$14,656.25	\$56.25	\$400.00	\$14,312.50
10	3	\$14,312.50	\$56.25	\$400.00	\$13,968.75
11	4	\$13,968.75	\$56.25	\$400.00	\$13,625.00



# Essential English

## Applied senior subject

Applied

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

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

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

- enjoyment of contemporary literary and non-literary texts, including digital texts.

### Pathways

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

### Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Language that works</b> <ul style="list-style-type: none"> <li>• Responding to texts</li> <li>• Creating texts</li> </ul>	<b>Texts and human experiences</b> <ul style="list-style-type: none"> <li>• Responding to texts</li> <li>• Creating texts</li> </ul>	<b>Language that influences</b> <ul style="list-style-type: none"> <li>• Creating and shaping perspectives on community, local and global issues in texts</li> <li>• Responding to texts that seek to influence audiences</li> </ul>	<b>Representations and popular culture texts</b> <ul style="list-style-type: none"> <li>• Responding to popular culture texts</li> <li>• Creating representations of Australian identities, places, events and concepts</li> </ul>

## Assessment

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

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

## Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>• Spoken response</li> </ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Multimodal response</li> </ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Common internal assessment (CIA)</li> </ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"> <li>• Written response</li> </ul>



# Aquatic Practices

*Applied senior subject*

*Applied*

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

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

Projects and investigations are key features of Aquatic Practices. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike aquatic contexts.

By studying Aquatic Practices, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

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

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



## **Pathways**

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

## **Objectives**

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

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

## Structure

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

Unit option	Unit title
Unit option A	Aquatic ecosystems
Unit option B	Coastlines and navigation
Unit option C	Recreational and commercial fishing
Unit option D	Aquariums and aquaculture
Unit option E	Using the aquatic environment
Unit option F	Marine vessels

## Assessment

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

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	<b>One of the following:</b> <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li><li>• Written: up to 1000 words</li></ul>
Practical project	Students use practical skills to complete a project in response to a scenario.	<b>Completed project</b> One of the following: <ul style="list-style-type: none"><li>• Product: 1</li><li>• Performance: up to 4 minutes</li></ul> <b>Documented process</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media



# Business Studies

*Applied senior subject*

Applied

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

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

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

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

Students develop effective decision-making skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills. They examine business information and apply their knowledge and skills related to business

situations. The knowledge and skills developed in Business Studies enables students to participate effectively in the business world and as citizens dealing with issues emanating from business activities.



## Pathways

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

## Objectives

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

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



**BUSINESS STUDIES**

## Structure

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

Unit option	Unit title
Unit option A	Working in administration
Unit option B	Working in finance
Unit option C	Working with customers
Unit option D	Working in marketing
Unit option E	Working in events
Unit option F	Entrepreneurship

## Assessment

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

Technique	Description	Response requirements
Extended response	Students respond to stimulus related to a business scenario about the unit context.	One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 8 A4 pages, or equivalent digital media</li><li>• Spoken: up to 7 minutes, or signed equivalent</li><li>• Written: up to 1000 words</li></ul>
Project	Students develop a business solution for a scenario about the unit context.	<b>Action plan</b> One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media</li><li>• Spoken: up to 4 minutes, or signed equivalent</li><li>• Written: up to 600 words</li></ul> <b>Evaluation</b> One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media</li><li>• Spoken: up to 4 minutes, or signed equivalent</li><li>• Written: up to 600 words</li></ul>

# Dance in Practice

*Applied senior subject*

Applied

Dance is a unique art form and a powerful medium for communication that uses movement as a means for artistic and personal expression. It affects a wide range of human activities, including personal, social, cultural, health, artistic and entertainment pursuits. Dance is a growing art form that reflects Australia's cultural diversity while also allowing students to engage with established and progressive worldwide dance genres and styles. It gives students a sense of enjoyment and personal achievement.

In Dance in Practice, students actively engage in dance in school and community contexts and are provided with opportunities to experience and build their understanding of the role of dance in and across communities. They will explore and apply dance practices safely to communicate dance ideas for specific purposes and contexts, including audiences.

In Dance in Practice, students are involved in making (choreographing and performing) and responding to dance works in class, school and the community. Where possible, students interact with practising performers, choreographers and dance-related artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe

workers who can collaborate to solve problems and complete project-based work in various contexts.

Students also respond to their own and others' dance works. They gain an understanding of terminology specific to dance; interpret and express ideas and intention in their own dance and the dance of others; identify problems and investigate ways to solve them; and evaluate choices made to communicate through dance and about dance. This fosters creativity and helps develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

## *Pathways*

A course of study in Dance in Practice can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.

## *Objectives*

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

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



## Structure

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

Unit option	Unit title
Unit option A	Celebration
Unit option B	Industry
Unit option C	Health
Unit option D	Technology

## Assessment

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

Technique	Description	Response requirements
Choreography	Students choreograph a dance for an identified group by adapting the choreography from the performance project to be suitable for a new group.	<p><b>Choreography of dance</b> Choreography (live or recorded): up to 4 minutes</p>
Choreographic project	Students plan, choreograph and evaluate a dance, dance work or dance video for a focus for the unit.	<p><b>Choreography of dance/dance work</b> Choreography (live or recorded): up to 4 minutes</p> <p><b>Planning and evaluation of choreography</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>
Performance	Students perform a dance work/s or video to showcase skills connected to the choreographic project.	<p><b>Performance of dance, dance work/s</b> Performance (live or recorded): up to 4 minutes</p>
Performance project	Students perform a teacher- or guest-devised dance. They plan and evaluate an adaptation of the teacher or guest choreography.	<p><b>Performance of dance</b> Performance (live or recorded): up to 4 minutes</p> <p><b>Planning of choreography and evaluation of performance</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>

# Drama in Practice

*Applied senior subject*

Applied

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

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts. As students gain practical experience in a number of onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. They will work individually and in groups to create and shape dramatic works of both personal and social significance that serve particular purposes and contexts. They identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience.

## *Pathways*

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

## *Objectives*

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

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



## Structure

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

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

## Assessment

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

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a focus of the unit.	<b>Devised scene</b> Up to 4 minutes (rehearsed) <b>Planning and evaluation of devised scene</b> One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li><li>• Written: up to 600 words</li><li>• Spoken: up to 4 minutes, or signed equivalent</li></ul>
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script for the focus of the unit.	<b>Director's brief</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media <b>Planning and evaluation of the director's brief</b> One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li><li>• Written: up to 600 words</li><li>• Spoken: up to 4 minutes, or signed equivalent</li></ul>
Performance	Students perform the excerpt of the published script, a devised scene, or collage drama for the focus of the unit.	<b>Performance</b> Performance (live or recorded): up to 4 minutes

# Fashion

## *Applied senior subject*

Applied

Fashion is a significant part of life — every day, people make choices about clothing and accessories. Our identity is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric. Technologies have been an integral part of our society and continued advances in it have enabled more efficient textile manufacture and garment production, and together with media and digital technologies, have made fashion a dynamic global industry that supports a wide variety of vocations in fashion design, production, merchandising and sales.

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal fashion style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas designing and producing fashion products in response to briefs in a range of fashion contexts. Students learn about fashion industry practices and production processes in the fashion industry contexts to manage the production of products. Through both individual and collaborative learning experiences, students learn to meet client expectations of quality and cost.

In fashion students learn to recognise and apply fashion industry practices; interpret design briefs; demonstrate and apply safe practical production processes using relevant equipment to create a range of

fashion products; communicate using digital technologies and oral, written and spoken modes; and organise, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through production tasks that relate to the fashion industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

### *Pathways*

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

### *Objectives*

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

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

## Structure

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

Unit option	Unit title
Unit option A	Fashion designers
Unit option B	Historical fashion influences
Unit option C	Slow fashion
Unit option D	Collections
Unit option E	Industry trends
Unit option F	Adornment

## Assessment

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

Technique	Description	Response requirements
Project	Students design and produce fashion garment/s, drawings, collections or items.	<p><b>Fashion product</b> Product: fashion garment/s</p> <p><b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>
Project	Students create/design and/or produce an outfit, garments, campaigns or extension lines.	<p><b>Awareness campaign promoting sustainable fashion practices</b> Product: awareness campaign that uses technology, e.g. a fashion shoot, promotional or instructional video or blog</p> <p><b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>



# Furnishing Skills

*Applied senior subject*

Applied

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



## What is Furnishing Skills?

In Furnishing Skills, you'll dive into the world of manufacturing and learn about how the furniture industry works—from the raw materials to the finished product. You'll get hands-on experience, learning the skills and processes that are essential in this field. You'll also learn how industries make products that meet customer expectations, whether it's for their home, a business, or custom-made items.

## What You'll Do:

- Learn by doing! Most of your learning will happen through practical manufacturing tasks.
- Get to know industry practices like managing production, interpreting

technical drawings, and following safety procedures.

- Use tools and machinery to bring ideas to life.
- Work both independently and in teams to complete real-world projects.
- Develop important skills like problem-solving, communication, and planning, which are valuable in many future jobs.

## Why Study Furnishing Skills?

By taking Furnishing Skills, you're not just learning how to build furniture—you're gaining transferable skills that will help you in the workplace. You'll learn how to work safely with tools, plan out projects, meet deadlines, and produce quality products. Plus, you'll develop important literacy and numeracy skills along the way!



This course is perfect for students who enjoy hands-on learning and want to explore potential careers in Australia's strong manufacturing industries.

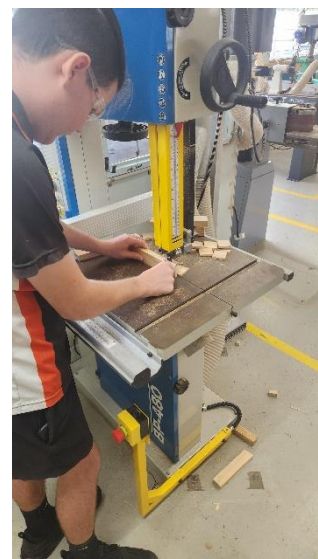
## Pathways

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

## Objectives

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

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



## Structure

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

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

## Assessment

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

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

# Hospitality Practices

*Applied senior subject*

Applied

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

In Hospitality Practices an emphasis is on the food and beverage sector, which includes food and beverage production and service. Students learn industry practices and production processes through real-world related application in the hospitality industry context, implementing a range of different hospitality events within the school community. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations in different event contexts. The skills learned give students' future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using digital technologies and oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement.

The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can

work with colleagues to solve problems and complete practical work.

## *Pathways*

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



## Objectives

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

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

## Structure

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

Unit option	Unit title
Unit option A	Culinary trends
Unit option B	Bar and barista basics
Unit option C	In-house dining
Unit option D	Casual dining
Unit option E	Formal dining
Unit option F	Guest services

## Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students produce and present an item related to the unit context in response to a brief.	<b>Practical demonstration</b> Practical demonstration: menu item <b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students plan and deliver an event incorporating the unit context in response to a brief.	<b>Practical demonstration</b> Practical demonstration: delivery of event <b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Investigation	Students investigate and evaluate practices, skills and processes.	<b>Investigation and evaluation</b> One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li><li>• Written: up to 1000 words</li></ul>

# Industrial Technology Skills

*Applied senior subject*

Applied

Technology is a big part of how we solve problems and make life better for everyone. It shapes the world we live in by transforming raw materials into useful products. As our world gets more complex, learning how to use both traditional and modern tools and materials is essential—especially in industries like **construction** and **engineering**, which play a big role in Australian manufacturing. These industries create products that people need and provide many job opportunities.

## What is Industrial Technology Skills?

Industrial Technology Skills focuses on the skills and knowledge you'll need to work in industries like **building and construction** and **engineering**. You'll learn about how these industries work, including how raw materials are turned into products that meet customer expectations. This subject offers hands-on learning, so you'll get real-world experience using tools, machinery, and production processes.

## What You'll Do:

- Learn by doing! Most of your time will be spent on practical tasks that mirror what happens in the real world of business and industry.
- Work with tools, equipment, and machinery to create products that meet specific requirements.
- Understand how industries manage production, from planning to delivering high-quality products on time and within budget.
- Work both individually and in teams to solve problems and complete practical projects.

## Why Study Industrial Technology Skills?

This subject prepares you with 21st-century skills that are highly valuable in today's workplace, including literacy, numeracy, and problem-solving. You'll also develop the ability to read and interpret technical drawings, communicate effectively, and

apply safe work practices when using tools and machinery. The practical experience you gain will help you in a variety of industries, whether you're interested in construction, engineering, or manufacturing.

By studying Industrial Technology Skills, you'll build a strong foundation for future



employment in sectors that offer great job opportunities in Australia. You'll not only learn how to work with materials and tools but also gain transferable skills that will be useful in many different careers.

## Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

## Objectives

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

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

## Structure

Industrial Technology Skills is a four-unit course of study. This syllabus contains the four industrial sector syllabuses with QCAA-developed units as options for schools to select from to develop their course of study.

- The units included will focus on content from the Building and Construction Skills syllabus and the Engineering Skills syllabus.
- Students will participate in a range of tasks including, site preparation, concreting, framing, cladding, painting, plastering and tiling as well as welding and fabrication, sheet metal working and fitting and machining.



## Assessment

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

### Building and Construction Skills Units

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration for a unit context artefact and reflect on industry practices, and production skills and procedures.	<b>Practical demonstration</b> Practical demonstration: the skills and procedures used in 3–5 production processes <b>Documentation</b> Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students construct a unit context structure and document the construction process.	<b>Structure</b> Structure: 1 unit context structure constructed using the skills and procedures in 5–7 production processes <b>Construction process</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

### Engineering Skills Units

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

# Media Arts in Practice

*Applied senior subject*

Applied

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

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

When making media products, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention and gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with a selection of modes, media technologies and media techniques as they make design products and media artworks.

When responding to media products and practices, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making.

## Pathways

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

## Objectives

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

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



## Structure

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

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

## Assessment

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

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that is the focus of the unit.	<b>Design product</b> Design product must represent: <ul style="list-style-type: none"><li>• Audio: up to 3 minutes</li><li>• Moving image: up to 3 minutes</li><li>• Still image: up to 4 media artwork/s</li></ul> <b>Planning and evaluation of design product</b> One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li><li>• Written: up to 600 words</li><li>• Spoken: up to 4 minutes, or signed equivalent</li></ul>
Media Artwork	Students implement the design product from the project to make a media artwork that is the focus of the unit.	<b>Media artwork</b> One of the following: <ul style="list-style-type: none"><li>• Audio: up to 3 minutes</li><li>• Moving image: up to 3 minutes</li><li>• Still image: up to 4 media artwork/s</li></ul>

# Science in Practice

## *Applied senior subject*

Applied

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

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

Projects and investigations are key features of Science in Practice. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike scientific contexts.

By studying Science in Practice, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology,

symbols and diagrams associated with scientific communication.

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

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

### *Pathways*

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

### *Objectives*

By the conclusion of the course of study students should:

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

## Structure

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

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

## Assessment

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

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	<b>One of the following:</b> <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li><li>• Written: up to 1000 words</li></ul>
Practical project	Students use practical skills to complete a project in response to a scenario.	<b>Completed project</b> One of the following: <ul style="list-style-type: none"><li>• Product: 1</li><li>• Performance: up to 4 minutes</li></ul> <b>Documented process</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

# Social & Community Studies

*Applied senior subject*

Applied

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

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

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

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

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

develop and value social, community and workplace participation skills.



## *Pathways*

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

## *Objectives*

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

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



## Structure

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

Unit option	Unit title
Unit option A	Lifestyle and financial choices
Unit option B	Healthy choices for mind and body
Unit option C	Relationships and work environments
Unit option D	Legal and digital citizenship

## Assessment

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

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	<b>Item of communication</b> One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li><li>• Spoken: up to 4 minutes, or signed equivalent</li><li>• Written: up to 800 words</li></ul> <b>Evaluation</b> One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 4 minutes, 6 A4 pages, or equivalent digital media</li><li>• Spoken: up to 3 minutes, or signed equivalent</li><li>• Written: up to 500 words</li></ul>
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li><li>• Spoken: up to 7 minutes, or signed equivalent</li><li>• Written: up to 1000 words</li></ul>
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li><li>• Spoken: up to 7 minutes, or signed equivalent</li><li>• Written: up to 1000 words</li></ul>

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

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

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

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables

students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills. Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

### Pathways

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

### Objectives

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

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

## Structure

Sport & Recreation is a four-unit course of study. This syllabus contains a range of QCAA-developed units as options for schools to select from to develop their course of study. These include:

- Aquatic recreation
- Athlete development and wellbeing
- Challenge in the outdoors
- Coaching and officiating
- Community recreation
- Emerging trends in sport, fitness and recreation
- Event Management
- Fitness for sport and recreation
- Marketing and communication in sport and recreation
- Optimising performance
- Outdoor leadership
- Sustainable outdoor recreation

## Assessment

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

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<p><b>Performance</b> Performance: up to 4 minutes</p> <p><b>Investigation, plan and evaluation</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul>
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<p><b>Investigation and session plan</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul> <p><b>Performance</b> Performance: up to 4 minutes</p> <p><b>Evaluation</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul>

# Tourism

## *Applied senior subject*

Applied

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment.

The term 'tourism industry' describes the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in travel for a range of reasons, including leisure and recreation, work, health and wellbeing, and family.

This subject is designed to give students opportunities to develop a variety of intellectual, technical, creative, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

In Tourism, students examine the sociocultural, environmental and economic aspects of tourism, as well as opportunities and challenges across global, national and local contexts. Tourism provides opportunities for Queensland students to develop understandings that are geographically and culturally significant to them by, for example, investigating tourism activities related to local Aboriginal communities and Torres Strait Islander communities and tourism in their own communities.

The core of Tourism focuses on the practices and approaches of tourism and tourism as an industry; the social, environmental, cultural and economic impacts of tourism; client groups and their needs and wants, and sustainable approaches in tourism. The core learning is embedded in each unit. The objectives allow students to develop and apply tourism-related knowledge through learning experiences and assessment in which they plan projects, analyse challenges and opportunities, make decisions, and reflect on processes and outcomes.



### **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:

- explain tourism principles, concepts and practices
- examine tourism data and information
- apply tourism knowledge
- communicate responses
- evaluate projects.

## Structure

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

Unit option	Unit title
Unit option A	Tourism and travel
Unit option B	Tourism marketing
Unit option C	Tourism trends and patterns
Unit option E	Tourism industry and careers

## Assessment

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

Technique	Description	Response requirements
Investigation	Students investigate a unit related context by collecting and examining data and information.	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>
Project	Students develop a traveller information package for an international tourism destination.	<p><b>Product</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul> <p><b>Evaluation</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul>

# Visual Arts in Practice

*Applied senior subject*

Applied

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

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

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

## Pathways

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

## Objectives

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

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



## Structure

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

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

## Assessment

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

Technique	Description	Response requirements
Project	Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	<p><b>Experimental folio</b> Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds)</p> <p>OR</p> <p><b>Prototype artwork</b> One of the following:</p> <ul style="list-style-type: none"> <li>• 2D, 3D, digital (static): up to 4 artwork/s</li> <li>• Time-based: up to 3 minutes</li> </ul> <p>OR</p> <p><b>Design proposal</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based (up to 30 seconds each)</p> <p>OR</p> <p><b>Folio of stylistic experiments</b> Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds)</p> <p>AND</p> <p><b>Planning and evaluations</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>
Resolved artwork	Students make a resolved artwork that communicates and/or addresses the focus of the unit.	<p><b>Resolved artwork</b> One of the following:</p> <ul style="list-style-type: none"> <li>• 2D, 3D, digital (static): up to 4 artwork/s</li> <li>• Time-based: up to 3 minutes</li> </ul>

## Vocational Education and Training (VET) subjects

VET subjects are suited to students who are primarily interested in practical application of skills and would like to continue studies in these areas after school. The qualifications can be used to gain entry to work and can support students in gaining apprenticeships or traineeships.

Some VET subjects are offered by Glenmore State High School as the RTO, and some VET subjects are offered by external RTOs and these courses will either utilise the student's VETis funding or will be use a *user-pays* funding model.

# BSB20120 Certificate II in Workplace Skills

*Vocational Education and Training (VET) subject*



VET

RTO: Glenmore State High School RTO Number: 30066

This course was formerly called Certificate II in Business. It is designed to reflect the role of an entry-level administration / business employee. The student will develop skills and knowledge that will enable them to perform a range of routine tasks which can be utilised in a variety of careers. Emphasis throughout the course is placed on a simulated work environment, specifically an office setting.

Certificate II in Workplace Skills is being offered subject to VQF registration requirements being met. Successful completion of this course will contribute 4 credits to the QCE.

## ***Pathways***

Entry-level administration / business employees may work in a variety of areas including sales and marketing, desktop publishing and printing, education, business administration, retail, tourism, information management, insurance, banking and finance, and human resource management. The skills and knowledge developed in this course may be utilised in a variety of careers.

## ***Structure***

Competencies delivered in this course:

BSBCMM211	Apply communication skills
BSBOPS201	Work effectively in a business environment
BSBPEF202	Plan and apply time management
BSBSUS211	Participate in sustainable work practices
BSBWHS211	Contribute to health and safety of self and others
BSBPEF201	Support personal wellbeing in the workplace
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTWK201	Work effectively with others
TLIP2029	Prepare and process financial documents

\*Units of competency are subject to change

## ***Assessment***

Assessment for this course is competency-based. Competency-based assessment is the process of collecting evidence and making judgments on whether the student can consistently demonstrate the required knowledge and skills to the standard of performance required in the workplace.

Students will be given opportunity to demonstrate vocational competence in a variety of practical projects. This will require demonstration and observation of work tasks, portfolio evidence, and written and/or oral questioning.

# FSK20119 Certificate II in Skills for Work and Vocational Pathways

*Vocational Education and Training (VET) subject*



VET

RTO: Glenmore State High School RTO Number: 30066

This course is generally delivered as part of the Dragon Program during Years 11 and 12. It is designed to develop foundation skills to prepare for workforce entry or vocational pathways. This course will be contextualised to a Warehouse Assistant/Pharmacy Assistant position in a simulated business and is delivered used a clustered approach.

Certificate II in Skills for Work and Vocational Pathways is being offered subject to VQF registration requirements being met. Successful completion of this course will contribute 4 credits to the QCE.

## *Pathways*

The course is suitable for individuals who require a pathway to employment or further vocational training, or are seeking to develop entry level digital literacy and employability skills.

## *Structure*

Competencies delivered in this course:

FSKLRG011	Use routine strategies for work-related learning
FSKLRG009	Use strategies to respond to routine workplace problems
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work
FSKNUM017	Use familiar and routine maps and plans for work
FSKOCM007	Interact effectively with others at work
FSKRDG008	Read and respond to information to routine visual and graphic texts
FSKRDG010	Read and respond to routine workplace information
FSKWTG008	Complete routine workplace formatted texts
FSKWTG009	Write routine workplace texts
FSKDIG002	Use digital technology for routine and simple workplace tasks
TLIF0025	Follow work health and safety procedures
TLIK2003	Apply keyboard skills
TLIP2032	Maintain petty cash account

\*Units of competency are subject to change

## *Assessment*

Assessment for this course is competency-based. Competency-based assessment is the process of collecting evidence and making judgments on whether the student can consistently demonstrate the required knowledge and skills to the standard of performance required in the workplace. Students will be given opportunity to demonstrate vocational competence in a variety of practical projects. This will require demonstration and observation of work tasks, portfolio evidence, and written and/or oral questioning.

# **FNS10120 Certificate I in Basic Financial Literacy**

**Vocational Education and Training (VET) subject**



**VET**

RTO: Glenmore State High School RTO Number: 30066

The course is designed to facilitate an understanding of the Australian financial services marketplace and personal financial situations to address the need of increased nationwide financial literacy.

Certificate I in Basic Financial Literacy is being offered subject to VQF registration requirements being met. Successful completion of this course will contribute 2 credits to the QCE.

## ***Pathways***

The course provides learners with the basic skills and knowledge to pursue further learning in a variety of sectors in the financial services industry. It does not have an industry employment outcome.

## ***Structure***

Competencies delivered in this course:

- FNSFLT211 Develop and use personal budgets
- FNSFLT212 Develop and use savings plans
- FNSFLT213 Develop knowledge of debt and consumer credit
- FNSFLT214 Develop knowledge of superannuation
- FNSFLT215 Develop knowledge of the Australian financial system and markets
- FNSFLT216 Develop knowledge of taxation

\*Units of competency are subject to change

## ***Assessment***

Assessment for this course is competency-based. Competency-based assessment is the process of collecting evidence and making judgments on whether the student can consistently demonstrate the required knowledge and skills to the standard of performance required in the workplace.

Students will be given opportunity to demonstrate vocational competence in a variety of practical projects. This will require demonstration of work tasks, portfolio evidence, and written and/or oral questioning.

# **CHC24015 Certificate II in Active Volunteering**

**Vocational Education and Training (VET) subject**



**VET**

RTO: Glenmore State High School RTO Number: 30066

This course is generally delivered as either part of leadership responsibilities undertaken by students or the Yadaba Nunthi program. It is designed to reflect the role of entry level volunteer workers. Volunteers, at this level, typically complete work under direct, regular supervision with clearly defined guidelines. Although this course is contextualised in a simulated hospitality business, students have mandatory volunteer work to complete.

Certificate II in Active Volunteering is being offered subject to VQF registration requirements being met. Successful completion of this course will contribute 4 credits to the QCE.

## **Pathways**

This qualification may be used as a pathway for workforce entry.

## **Structure**

Competencies delivered in this course:

- BSBCMM201 Communicate in the workplace
- CHCDIV001 Work with diverse people
- CHCVOL001 Be an effective volunteer
- HLTWHS001 Participate in workplace health and safety
- FSKWGTG001 Complete personal details on extremely simple and short workplace forms
- BSBOPS203 Deliver a service to customers<sup>^</sup>
- FSKOCM007 Interact effectively with others at work<sup>^</sup>
- SITXFSA005 Use hygienic practices for food safety

<sup>^</sup> Students complete one of these units of competency depending on course delivery

\*Units of competency are subject to change

## **Assessment**

Assessment for this course is competency-based. Competency-based assessment is the process of collecting evidence and making judgments on whether the student can consistently demonstrate the required knowledge and skills to the standard of performance required in the workplace.

Students will be given opportunity to demonstrate vocational competence in a variety of practical projects. This will require demonstration and observation of work tasks, portfolio evidence, and written and/or oral questioning. The assessment is closely aligned to workplace expectations and therefore students will be assessed using real work contexts.

Students must complete 20 hours of volunteer work in order to gain this qualification. This volunteer work will ideally be completed either in a hospitality setting or as part of the Yadaba Nunthi program.

# CHC34015 Certificate III in Active Volunteering

Vocational Education and Training (VET) subject



VET

RTO: Glenmore State High School RTO Number: 30066

This course is generally delivered as part of leadership responsibilities undertaken by students. The course is designed to reflect the role of people working in a volunteer capacity across a range of industries and organisations in a variety of contexts. Volunteers typically complete work under the direction and supervision of others, though they may be required to lead volunteer teams and have limited responsibility for the output of others within a project or event. Although this course is contextualised in a simulated hospitality business, students have mandatory volunteer work to complete.

Certificate III in Active Volunteering is being offered subject to VQF registration requirements being met. Successful completion of this course will contribute 5 credits to the QCE.

## Pathways

This qualification may allow individuals to work in a voluntary capacity across a range of industries and organisations in a variety of contexts. Organisations may require volunteers to undergo relevant background checks.

## Structure

Competencies delivered in this course:

- CHCCOM002 Use communication to build relationships
- CHCDIV001 Work with diverse people
- CHCLEG001 Work legally and ethically
- CHCVOL001 Be an effective volunteer
- HLTWHS001 Participate in workplace health and safety
- BSBWOR301 Organise personal work priorities and development
- FSKWGT001 Complete personal details on extremely simple and short workplace forms
- SITXMPR010 Create a promotional display or stand
- BSBOPS203 Deliver a service to customers
- SITXFSA005 Use hygienic practices for food safety

\*Units of competency are subject to change

## Assessment

Assessment for this course is competency-based. Competency-based assessment is the process of collecting evidence and making judgments on whether the student can consistently demonstrate the required knowledge and skills to the standard of performance required in the workplace.

Students will be given opportunity to demonstrate vocational competence in a variety of practical projects. This will require demonstration and observation of work tasks, portfolio evidence, and written and/or oral questioning. The assessment is closely aligned to workplace expectations and therefore students will be assessed using real work contexts.

Students must complete 20 hours of volunteer work in order to gain this qualification. This volunteer work will ideally be completed in a hospitality setting.

## **SIS30321 Certificate III in Fitness**

**(PLUS SIS20122 Certificate II in Sport and Recreation)**

**Vocational Education and Training (VET) subject**

VET

RTO: Binnacle Training

RTO Number: 31319

The Certificate III in Fitness (SIS30321) is offered to students via an external RTO (training provider), Binnacle Training, and a course levy applies. School staff will deliver the course on behalf of Binnacle Training. The entry qualification code for this course is the Certificate II Sport and Recreation (SIS20122).

Certificate III in Fitness is being offered subject to VQF registration requirements being met. Successful completion of the Certificate III in Fitness contributes a maximum of eight (8) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE. Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR).

This program also includes the following:

- The nationally recognised First Aid competency – HLTAID011 Provide First Aid
- Community Coaching – Essential Skills Course (non-accredited), issued by Australian Sports Commission

### ***Pathways***

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres. Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor). Students facilitate programs within their school community including community fitness programs; strength and conditioning for athletes and teams; and 1-on-1 and group fitness sessions with male adults, female adults and older adult clients. The course also can be used as a pathway into SIS40221 Certificate IV in Fitness or SIS50321 Diploma of Sport at another Registered Training Organisation.

### ***Entry Requirements***

Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

### ***Language, Literacy & Numeracy Skills***

A Language, Literacy & 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. Please refer to Binnacle Training's Student Information document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

## Structure

Competencies delivered in this course:

HLTWHS001	Participate in workplace health and safety
SISXIND011	Maintain sport, fitness and recreation industry knowledge
BSBSUS211	Participate in sustainable work practices
BSBPEF202	Plan and apply time management ^
SISSPAR009	Participate in conditioning for sport ^
SISXCCS004	Provide quality service
SISXEMR003	Respond to emergency situations
HLTAID011	Provide First Aid
SISOFLD001	Assist in conducting recreation sessions ^
SISXFAC006	Maintain activity equipment ^
BSBPEF301	Organise personal work priorities
BSBOPS304	Deliver and monitor a service to customers
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT052	Provide health eating information
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise

^ 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).

\* Units of competency are subject to change

## Assessment

Program delivery will combine classroom and project-based learning, online learning (self-study) and practical work-related experience. This involves the delivery of a range of fitness programs to clients within the school (students, teachers, and staff) and broader community.

Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

This program involves a mandatory 'outside subject' weekly component including:

- TERM 5, 6 or 7: 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school.
- TERM 6 or 7: A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school.

All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (minimum 40 hours).

<b><u>IMPORTANT</u></b> <b>Program Disclosure Statement (PDS)</b>	This document is to be read in conjunction with Binnacle Training's <b><u>Program Disclosure Statement</u></b> (PDS). The PDS sets out the services and training products Binnacle Training as an RTO provides <u>and</u> 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: <a href="http://binnacletraining.com.au/rto">binnacletraining.com.au/rto</a>
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# GLENTech INDUSTRIAL



The Industrial pathway consists of the following qualifications:

- Certificate II in Construction Pathways – CPC20220
- Certificate II in Engineering Pathways – MEM20422

Registered training organisation (RTO):  
Blue Dog Training (RTO Code: 31193)  
www.bluedogtraining.com.au  
07 3166 3960



## QCE Credits: 8

### Description: Certificate II in Construction

The dual construction qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. The units of competency within the dual qualification cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The dual qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context. The qualification is suited to vocational education and training (VET) in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

### Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

### Eligibility - Cost

**CPC10120 Certificate I in Construction** is eligible for funding through the Department of Employment, Small Business and Training (DESBT) who provide funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = \$1200.

**CPC20220 Certificate II in Construction Pathways** is not currently eligible for funding through the Department of Employment, Small Business and Training (DESBT). This portion of the Dual Qualification is being delivered by Blue Dog Training as a pilot program to 2024 enrolments and will **not incur a fee for service cost**.

Please refer to the Blue Dog Training Website for information on their refund policy. [https://bluedogtraining.com.au/storage/app/media/pdf\\_documents/policies/Student\\_Fee\\_Refund\\_Policy.pdf](https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf)

### Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.

Blue Dog Training are responsible for all training and assessment.

Unit Code	Unit Name	CPC10120	CPC20220
CPCCWHS1001#	Prepare to work safely in the construction industry	✓	
CPCCCM2005*	Use construction tools and equipment	✓	
CPCCOM1014	Conduct workplace communication	✓	
CPCCOM2001*	Read and interpret plans and specifications	✓	
CPCCCM2004*	Handle construction materials	✓	✓
CPCCCM1011	Undertake basic estimation and costing	✓	✓
CPCCOM1012	Work effectively and sustainably in the construction industry	✓	✓
CPCCOM1013	Plan and organise work	✓	✓
CPCCVE1011*	Undertake a basic construction project	✓	✓
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	✓	✓
CPCCOM1015	Carry out measurements and calculations	✓	✓
CPCCCA2002*	Use carpentry tools and equipment		✓
CPCCCM2006	Apply basic levelling procedures		✓
CPCCWF2002*	Use wall and floor tiling tools and equipment		✓

Notes:

- \*Prerequisite units of competency - An asterisk (\*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
- Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.
- # Mandatory Workplace Health and Safety (WHS) training - The unit CPCCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

More information can be found about each of these individual qualifications at: <https://training.gov.au/Training/Details/CPC10120>

## **Description: Certificate II in Engineering Pathways**

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

## **Application**

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

## **Eligibility - Cost**

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = \$1200.

Please refer to the Blue Dog Training Website for information on their refund policy. [https://bluedogtraining.com.au/storage/app/media/pdf\\_documents/policies/Student\\_Fee\\_Refund\\_Policy.pdf](https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf)

## **Training and Assessment Delivery**

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.

Blue Dog Training are responsible for all training and assessment.

## Core

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

## Elective

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

NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

### Notes:

\*Prerequisite units of competency - An asterisk (\*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.



More information about this qualification is available at:  
<https://training.gov.au/Training/Details/MEM20422>

# GLENTech AUTO

## Certificate II in Automotive Vocational Preparation



Registered training organisation (RTO):  
MTA Institute (RTO code: 31529)



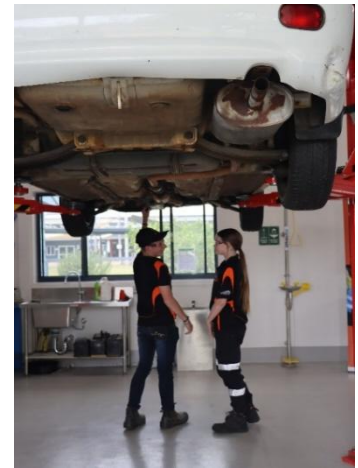
GLENTech AUTO AUR20720 Certificate II in Automotive Vocational Preparation		PATHWAYS
<b>Delivery</b>	1 day per week   Term 1 – 4, 2026	This qualification prepares students for entry level roles or an apprenticeship in the Automotive industry; performing tasks relating to identifying and inspecting mechanical and electrical components/ systems of light vehicles, heavy vehicles, outdoor power equipment, marine craft and motorcycles and the minor maintenance and repair of vehicle bodies.
<b>Training Days</b>	Wednesday or Thursday <i>Subject to enrolments</i>	
<b>Location</b>	GlenTech Auto Shed, Glenmore High	
<b>QCE credits</b>	Up to 4 QCE credits available upon completion	

### Eligibility and Cost:

Learners must:

- be currently enrolled in a QLD high school in year 10,11 or 12
- meet the LLN requirements for the course
- have a level of physical fitness to be able to handle construction tools, equipment and materials
- be able to commit to the course duration and time commitment (including self-paced study and homework)

Application for enrolment is subject to a review process that includes assessment against the VETiS Eligibility Criteria, course-specific LLN requirements and a review of student academic reports, behavioural history and absentee levels. Students, their parents, and/or their school may be contacted for clarification, or to request further information during the review process. Enrolments will not proceed without the support of the school.



### Training and Assessment Delivery:

- AURAEA002 Follow environmental and sustainability best practice in an automotive workplace
- AURFA103 Communicate effectively in an automotive workplace
- AURFA104 Resolve routine problems in an automotive workplace
- AURASA102 Follow safe working practices in an automotive workplace
- AURETR103 Identify automotive electrical systems and components
- AURLTA101 Identify automotive mechanical systems and components
- AURTTK102 Use and maintain tools and equipment in an automotive workplace
- AURTTA002 Assist with automotive workplace activities
- AURTTE003 Remove and tag engine system components
- AURTTJ003 Remove and replace wheel and tyre assemblies
- AURETK001 Identify, select and use low voltage electrical test equipment
- AURAMA001 Work effectively with others in an automotive workplace



### Compulsory Uniform Requirements:

- Students must supply their own, and wear, a pair of safety boots (steel cap boots).
- Students will be provided with a uniform shirt to wear.
- Students are required to wear black pants with the uniform shirt (black jeans, black pants, or black shorts are all acceptable).



# YADABA NUNTHI

## Certificate II in Conservation & Ecosystem Management

VET

Registered training organisation (RTO):  
CQ University (ASQA Code: 40939)  
<https://handbook.cqu.edu.au/vet/courses/view/CHC22015/5171>



YADABA NUNTHI AHC21024 Certificate II in Conservation & Ecosystem Management		PATHWAYS
Delivery	1 day per week   2026-2027	This program is a gateway for students who are looking at future employment opportunities within the Conservation, Horticulture, Agriculture and ecotourism industries. Through strong partnerships with Queensland Parks and Wildlife Service, Keppel Dive and the Woppaburra Rangers, students will engage in enriching on country learning experiences.  <b>NOTE: Year 12 program may require extensive time commitment on weekends.</b>
Training Days	Wednesdays (Year 12 Group – Marine Focus) Thursdays (Year 11 Group – Land Focus)	
Location	Meeting point: Glenmore High	
QCE credits	Up to 4 QCE credits available upon completion	

### Course Summary:

Yadaba Nunthi, meaning 'respect country', is an industry ready program that is offered over a two-year period to year 11 and 12 students. In Year 11, on a Wednesday, students will engage with Queensland Parks and Wildlife Service mentors at Mt Etna National Park where they will engage in conservation efforts to protect the endangered Ghost Bats and vulnerable little Bent-Wing Bats. Students will also learn about the native flora and fauna and track native animal activities. In Year 12, on a Thursday, students will engage with Eco-Tourism provider Keppel Dive and the Indigenous Rangers from the Woppaburra Rangers to continue their conservation outdoor learning experiences. Students will engage in a PADI diving qualification course with Keppel Dive (some weekend camps will be involved) and engage in conservation efforts on both North Keppel Island and Great Keppel Island, including seagrass restoration to help protect local Dugongs.

### Eligibility and Cost:

Learners must:

- be currently enrolled in a QLD high school in year 10,11 or 12
- complete the BKSB online literacy and numeracy assessment prior to enrolment
- have a level of physical fitness to be able to handle tools and work consistently outdoors
- be able to commit to the course duration and time commitment (including self-paced study and homework)

Application for enrolment is subject to a review process that includes assessment against the VETiS Eligibility Criteria, course-specific LLN requirements and a review of student academic reports, behavioural history and absentee levels. Students, their parents, and/or their school may be contacted for clarification, or to request further information during the review process. Enrolments will not proceed without the support of the school.

### Compulsory Uniform Requirements:

- Students must supply their own, and wear, a pair of safety boots (steel cap boots)
- Students will be provided with a uniform shirt to wear
- Students are required to wear appropriate long pants with the uniform shirt and wear appropriate sun protection accessories (wide brimmed hat, sunglasses, sunscreen)
- Year 12 students will be required to wear sun-safe swim wear.



**Training and Assessment Delivery:**

Core Units:

- AHCWHS202 Participate in workplace health and safety processes
- AHCWRK211 Participate in environmentally sustainable work practices
- AHCFAU202 Recognise fauna
- AHCECR305 Collect native seed
- AHCSAW202 Recognise landforms and soil types
- AHCOCM202 Observe and report plants and animals
- AHCOCM203 Record information about country
- AHCPCM202 Collect, prepare and preserve plant specimens
- AHCMOM203 Operate basic machinery and equipment
- AHCNSY207 Undertake propagation activities
- AHCMOM204 Undertake operational maintenance of machinery
- AHCECR302 Maintain native ecosystem areas
- AHCPCGD307 Implement a plant establishment program
- AHCOCM201 Maintain cultural sites
- AHCECR202 Maintain wildlife habitat refuges



# ELECTROTECHNOLOGY

## Certificate II in Electrotechnology (Career Start)

VET

Registered training organisation (RTO):  
Gold Coast Trade College (RTO Code: 31175)  
<http://gctradescollege.com.au>



ELECTROTECHNOLOGY		PATHWAYS
<b>UEE22020 Certificate II in Electrotechnology (Career Start)</b>		Certificate II in Electrotechnology provides a foundation for further education and employment in the fields of electrical and electronics, engineering, renewable energy, refrigeration and air-conditioning and computer aided design operators.  <b>NOTE: Practical Assessment will occur during 2 x 5 day blocks during the school holidays.</b>
<b>Delivery</b>	1 day per week   Term 1 – 4, 2026	
<b>Training Days</b>	Wednesdays: 12pm to 3pm	
<b>Location</b>	Virtual	
<b>QCE credits</b>	Up to 4 QCE credits available upon completion	

### Eligibility and Cost:

Learners must:

- be currently enrolled in a QLD high school in year 10,11 or 12
- meet the LLN requirements for the course
- have a level of physical fitness to be able to handle construction tools, equipment and materials, work outside for long periods of time and climb ladders and scaffolding
- be able to commit to the course duration and time commitment (including self-paced study and homework)

Application for enrolment is subject to a review process that includes assessment against the VETiS Eligibility Criteria, course-specific LLN requirements and a review of student academic reports, behavioural history and absentee levels. Students, their parents, and/or their school may be contacted for clarification, or to request further information during the review process. Enrolments will not proceed without the support of the school.

### Training and Assessment Delivery:

Theory training is delivered via our online learning platform, College Cloud, in a virtual classroom setting and will involve presentations, discussions, breakout activities and role-plays. Practical training and assessment activities are conducted at Glenmore State High School, in the ITD Workshops. These practical training and assessment activities are conducted during 2 x 5 day blocks during the school holidays (dates to be advised).

During the course, you will study the below units of competency:

CPCCWHS1001	Prepare to work safely in the construction industry
ICTICT214	Operate application software packages
UEEAS0001	Assemble electronic components
UEECD0007	Apply work health and safety regulations, codes and practices in the workplace
UEECD0009	Carry out routine work activities in an energy sector environment
UEECD0020	Fix and secure electrotechnology equipment
UEECD0035	Provide basic instruction in the use of electrotechnology apparatus
UEECD0038	Provide solutions and report on routine electrotechnology problems
UEECD0046	Solve problems in single path circuits
UEECD0052	Use routine equipment/plant/technologies in an energy sector environment
UEECO0002	Maintain documentation
UEERE0001	Apply environmentally and sustainable procedures in the energy sector
UEERE0021	Provide basic sustainable energy solutions for energy reduction in residential premises
UEERL0001	Attach cords and plugs to electrical equipment for connection to a single phase 230 Volt supply

This is an offering from GSHS available to the Rockhampton Secondary Schooling Cluster



# HIGH SCHOOL PROGRAMS

VETiS

UEE22020 Certificate II In Electrotechnology (Career Start)

## ELECTROTECHNOLOGY (DISTANCE EDUCATION)

Get your career in the electrical industry started with this Certificate II, work-preparation course. Perfect for career start or change of career direction, you will **build the skills and confidence** you need to gain employment or move onto further training inside the electrical industry.

### ENTRY REQUIREMENTS >

Must be in year 10, 11 or 12 at course start date. It is highly recommended that students have a solid level of language, literacy and numeracy knowledge.

### COURSE REQUIREMENTS >

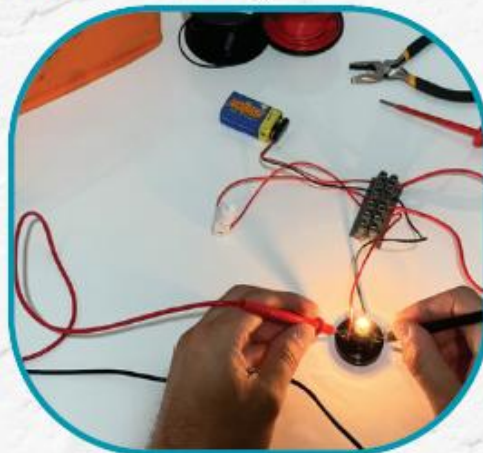
- Laptop or PC with webcam and MS PowerPoint, Word, and Excel
- A strong internet connection
- Headset or earphones

### COURSE DELIVERY >

- **4 Terms** - Weekly facilitated live tutorials via Teams virtual classroom
- Email support from your trainer
- 24/7 GCTC College Cloud access for learning resources and theory assessment

### COST AND PAYMENT >

You may be eligible for **VETiS** funding to undertake this course, subject to individual student eligibility. Enquire with your school's in-house VET Coordinator or Tracy from the College on 0756699000.



### CAREER OPPORTUNITIES:

- Electrical contractor
- Auto electrician
- Air con/refrigeration mechanic
- Computer aided automation technician
- Lighting designer
- Solar installer

### PRACTICAL REQUIREMENTS >

All practical session will be undertaken at your school or in your local area. As our trainers are only in attendance in your area once a term to deliver the practical component it is imperative that you attend. These practical sessions can sometimes be held in school holidays. Please check with your school

Contact us to find out more information

Call 07 5669 9000 or visit [gctradescollege.com.au](http://gctradescollege.com.au)



**ENROL NOW**

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- W: [gctradescollege.com.au](http://gctradescollege.com.au)

6 Hayter Street Currumbin Waters  
Qld 4223 | PO BOX 530 Currumbin  
Qld 4223 | RTO No. 31175

# EARLY CHILDHOOD

## Certificate II in Community Services (Early Childhood)



Registered training organisation (RTO):  
 CQ University (ASQA Code: 40939)  
<https://handbook.cqu.edu.au/vet/courses/view/CHC22015/5171>



EARLY CHILDHOOD CHC22015 Certificate II in Community Services (Early Childhood)		PATHWAYS
<b>Delivery</b>	3 x 70min lessons per week   Term 1 – 4, 2026	Studying a Certificate II in Community Services (Early Childhood) provides a foundation for careers in childcare and community support. It can lead to entry-level roles or further study, including Certificate III in Early Childhood Education and Care, opening pathways to become an educator, teacher aide, or childcare assistant.  <b>NOTE: Vocational Placement included</b>
<b>Training Days</b>	TBA (on timetable)	
<b>Location</b>	Virtual	
<b>QCE credits</b>	Up to 4 QCE credits available upon completion	

### Course Summary:

Studying a Certificate II in Community Services will provide a pathway to future study for workforce entry as an Educator in the Early Childhood Sector and Education Support (Teacher Aide) in Education. At this level, work takes place under direct, regular supervision within clearly defined guidelines. Certificate II in Community Services is embedded into the Certificate III for Early Childhood Education and Care as well as other pathways to qualifications within CQUniversity. Completion of 9 units within the Certificate II of which 6 will be directed credited towards the Certificate III in Early Childhood Education and Care.

### Entry Requirements:

Learners must complete the BKSB (Basic Key Skills Builder) online literacy and numeracy assessment prior to enrolment. Additionally, students must be able to obtain a Suitability Card (Blue Card).

### Training and Assessment Delivery:

Theory training and assessment is delivered via an online learning platform. Students will engage in virtual interactive classrooms and also self-paced online learning modules learning. Students will be required to complete a minimum of 100 hours of practical placement for this course.

During the course, you will study the below units of competency:

- HLTWHS001 - Participate in workplace health and safety
- CHCPRT001 - Identify and respond to children and young people at risk
- CHCECE055 - Meet legal and ethical obligations in children's education and care
- CHCDIV002 - Promote Aboriginal and/or Torres Strait Islander cultural safety
- CHCDIV001 - Work with diverse people
- BSBWOR202 - Organise and complete daily work activities
- CHCECE056 - Work effectively in children's education and care
- CHCCOM001 - Provide first point of contact
- CHCCOM005 - Communicate and work in health or community services

*This is an offering from GSHS available to the Rockhampton Secondary Schooling Cluster*










# Health Pathway Bundle

VET

The health pathway bundle consists of the following qualifications:

- Certificate II in Health Support Service – HLT23215
- Certificate III Health Services Assistance – HLT33115

<b>REGISTERED TRAINING ORGANISATION</b>	<b>Connect N Grow</b> <b>RTO Code: 40518</b>	 <b>Connect 'n' Grow</b> <small>REDESIGNING EDUCATIONAL PATHWAYS</small>	 <small>NATIONALLY RECOGNISED TRAINING</small>
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**This course requires one full day at North Rockhampton High School each week.**

***NRSHS is engaged in a remote schooling agreement with Kawana Waters State College for the delivery of this program.***

The Certificate II in Health Support Services reflects the role of workers who provide support for the effective functioning of health services. At this level workers complete tasks under supervision involving known routines and procedures or complete routine but variable tasks in collaboration with others in a team environment.

The Certificate III in Health Services Assistant reflects the role of first aid or medical response workers who provide basic health care services including emergency first aid and sometimes transport services in the prehospital/out-of hospital environment. The qualification applies to people who provide a first response in workplaces such as industrial sites, first aid organisations and the Australian Defence Force.

## **QCE Credits**

Successful completion of the Health Pathway Bundle contributes eight (8) credits towards a student's QCE.

## **Program Length**

This program takes 2 years to complete.

## **Units of Study**

Students will:

- Learn medical terminology
- Recognise healthy bodies
- Work legally and ethically
- Follow safe work practices
- Advanced first aid course
- Infection control
- Manual handling
- Workplace health and safety
- Work effectively with others
- Produce business documents
- Communicate and work in health
- Transport clients
- Prepare and maintain beds
- Work with diverse people
- Maintain a high standard of care
- Respond effectively to behaviours of concern
- Vocational placement (40 hours)

## **Pathways**

The health pathway can open the doors to a career in the ambulance, nursing, paramedics, science, workplace health and safety, allied health, aged care, community health, mental health, health administration and more. Completion of the health pathway will result in opportunities to explore Tertiary study at the University of the Sunshine Coast into a Bachelor of Nursing, Bachelor of Health Science, Bachelor of Biomedical Science, Bachelor of Health and Community Care Management. Students have the opportunity in Year 11/12 to commence University Subjects.

## Cost

This course is supported by Connect N Grow RTO: 40518 and will be delivered as a dual qualification. The upfront cost for this program for most students will be \$550 approx (TBC) as funding options are available. Please see your Senior Schooling team for more information regarding these funding options. A deposit of \$250 is required by the conclusion of the prior school year. Full amount to be finalised by end of term one. Payment plans are available to be discussed and requested through NRSHS Finance Department.

Students will become familiar with:

- Two-stimulation ward with viewing window
- Health monitoring equipment
- 65" and 40" screen monitors
- CCTV to overhead monitor
- Patient dressing station
- Wheel chair and wheel chair access ramp
- Comprehensive medical nursing supplies
- Computer work stations
- 3D printers
- Training provided by a Registered nurse.

Course Units – Year 1 (Certificate II Units)	
HLTWHS001	Participate in workplace health and safety
BSBWOR202	Organise and complete daily work activities
BSBINM201	Process and maintain workplace information
HLTINF001	Comply with infection prevention and control policies and procedures
HLTHSS003	Perform general cleaning tasks in a clinical setting
HLTHSS005	Undertake a routine stock maintenance
CHCCOM005	Communicate and work in health or community services
BSBCUS201	Deliver a service to customers
CHCCOM001	Provide first point of contact
CHCCCS010	Maintain a high standard of service
CHCCCS020	Respond effectively to behaviours of concern
CHCHDIV001	Work with diverse people

Course Units – Year 2 (Certificate III Units)	
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
CHCCCS015	Provide individualised support
BSBWOR301	Organise personal work priorities and development
HLTAID011	Provide First Aid
HLTAID009	Provide cardiopulmonary resuscitation
BSBMED303	Maintain patient records
CHCCCS009	Facilitate responsible behaviour
HLTWHS002	Follow safe work practices for direct client care

*\* All elective units are subject to change prior to the commencement of the school year. This is to ensure alignment to current industry practices is at its optimum.*

## Contact Information

**Queries regarding course content**, please contact the NRSHS Deputy Principal, Amanda Pearce

Email: [apear64@eq.edu.au](mailto:apear64@eq.edu.au)

**Queries regarding how this course fits into your pathway and how to enrol**, please contact the GSHS Deputy Principal, Nathan Shonhan

Email: [nshon2@eq.edu.au](mailto:nshon2@eq.edu.au)

**PLEASE NOTE:** The enrolment process requires all paperwork to go to NRSHS from the base school, not individual students / families. NRSHS cannot accept enrolments that have not been approved and forwarded on from the student's base school.

**Additionally** – invoices will be supplied by NRSHS and are to be paid to NRSHS. Do not make payment for this course to your base school

*This is an offering from GSHS available to the Rockhampton Secondary Schooling Cluster*



# Certificate III in Hospitality – SIT30616

VET

<b>REGISTERED TRAINING ORGANISATION</b>	<b>North Rockhampton State High School</b> <b>RTO Code: 30144</b>		
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**This course requires one full day at North Rockhampton High School each week.**

Do you want a new career in Hospitality? Are you looking for practical training with great skills? Would you like the opportunity to gain the right Employability Skills that Employers are looking for in New Employees?

The technical, interpersonal, conceptual and practical skills learned through this qualification will help you unlock your potential and future career. The SIT30616 Certificate III in Hospitality will give you the qualification to open those doors.

To work in the Hospitality industry, you not only need the skills, you need to be knowledgeable, motivated and eager to learn. Whatever your reason for enrolling in this course, you will be assured that you are job ready to work in this exciting sector once completed.

The Certificate III in Hospitality is a nationally accredited qualification and an industry endorsed program which has been created to provide training for people who are eager to gain employment in this exciting sector.

## **Program Length**

This program takes 1-2 Years to complete. Note, students are required to complete 36 Service periods of practical placement.

## **QCE Credits**

Successful completion of the Certificate III in Hospitality contributes a maximum potential of eight (8) credits towards a student's QCE.

Core	
BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITHIND004	Work effectively in hospitality service
SITXCCS006	Provide service to customers
SITXCOM002	Show social and cultural sensitivity
SITXHRM001	Coach others in job skills
SITXWHS001	Participate in safe work practices
Elective Competencies	
SITXFSA001	Use hygienic practices for food safety
SITHCCC002	Prepare and present simple dishes
SITHFAB016	Provide advice on food
SITHCCC006	Prepare appetisers and salads
SITXFIN001	Process financial transactions
SITHFAB002	Provide responsible service of alcohol
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB007	Serve food and beverage

## Entry Requirements

There are no prerequisites to gain entry into SIT30616 Certificate III in Hospitality, however;

- Students must undertake a Language, Literacy & Numeracy (LLN) test
- Students must be physically able to undertake practical placement

## Cost

- Enrolment Fee: \$250.00 approx (TBC). Payable in instalments (Year 11 \$125.00 and Year 12 \$125.00) *A deposit of \$50 must be paid prior to conclusion of the prior school year.*

## Compulsory Uniform Requirements

- Work Quality Long Black Pants and Work Quality Black Closed in Shoes (No Colours)

## Additional Costs

- Ingredients and excursion costs – (varies and sometimes not necessary)

## Stationery Requirements

- 1 X A4 Display Folder, 2 X A4 exercise book and Writing equipment

## Mode of Delivery

The mode of delivery includes any combination of the following:

- Face to face in a simulated workplace environment for performance and knowledge evidence
- Work experience in NRSHS commercial kitchen/restaurant/cafe
- Online for theory components of training for knowledge evidence
- In a classroom / kitchen for theory/practical components of training

## You will be provided with:

- Course Materials & Resources
- On-Line Competency Theory and Practical Resources
- Daily practice in a fully functioning Café and Restaurant Area performing duties
- Extensive Practical Cookery Tasks utilising a fully functioning Commercialised Kitchen
- NRSHS Hospitality Polo Shirt (Compulsory Uniform)

## Contact Information

**Queries regarding course content**, please contact NRSHS Head of Department (Technologies), Janita Ray

Email: [jxray1@eq.edu.au](mailto:jxray1@eq.edu.au)

**Queries regarding how this course fits into your pathway and how to enrol**, please contact the GSHS Deputy Principal, Nathan Shonhan.

Email: [nshon2@eq.edu.au](mailto:nshon2@eq.edu.au)

**PLEASE NOTE:** The enrolment process requires all paperwork to go to NRSHS from the base school, not individual students / families. NRSHS cannot accept enrolments that have not been approved and forwarded on from the student's base school.

**Additionally** – invoices will be supplied by NRSHS and are to be paid to NRSHS. Do not make payment for this course to your base school



<b>REGISTERED TRAINING ORGANISATION</b>	<b>Specialised Career Solutions</b> <b>RTO Code: 32292</b>		
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**This course requires one full day at North Rockhampton High School each week.**

Are you interested in a qualification which will enable you to become the next generation of pilot? This qualification can lead to employment within a company or government department as a drone pilot or drone specialist introducing and operating new technologies. Alternatively, you may be using your skills to run your own drone photography business.

This qualification prepares you for a role as a drone pilot and will provide you with the skills, knowledge and to operate commercially. This could be for your own business, working for a company or working for one of many government departments which are utilising drones.

The course is also an excellent entry point into the aviation industry as you will be learning the same subjects that pilots of manned aircraft in airlines and the military learn.

The course is a mix of theory and practical flying to ensure you have the skills and knowledge to be employed as a drone pilot in a full-time role or part time role.

This qualification is delivered by NSTA Pty Ltd trading as Specialised Career Solutions (RTO – 32292)

### **Program Length**

- The completion time-frame for this qualification is 12 months.

### **QCE Credits**

Successful completion of the Certificate III in Aviation (Remote Pilot) contributes between five and seven (5-7) credits towards a student's QCE.

Core	
AVIF0021	Manage human factors in remote pilot aircraft systems operations
AVIH0006	Navigate remote pilot aircraft systems
AVIW0028	Operate and Manage remote pilot aircraft systems
AVIW0004	Perform operational inspections on remote operated systems
AVIY0052	Control remote pilot aircraft systems on the ground
AVIY0023	Launch, control and recover a remotely piloted aircraft
AVIY0053	Manage remote pilot aircraft systems energy source requirements
AVIY0031	Apply the principles of air law to remote pilot aircraft systems operations
AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations
Elective Competencies	
AVIG0003	Work effectively in the aviation industry
AVIZ0004	Maintain security awareness and vigilance in an aviation workplace
AVIY0027	Operate multi-rotor remote pilot aircraft systems
AVIH0008	Operate remote pilot aircraft systems extended visual line of sight (EVLOS)
AVIW0008	Conduct aerial search using remote pilot aircraft systems

## Entry Requirements

This qualification is for candidates new to aviation and remote piloting. It will require a mix of practical and theoretical skills to be able to meet the requirements. Students need to be self-disciplined and be able to follow instructions.

## Pathways

Upon successful completion of the entry level course AVI30419 Certificate III in Aviation (Remote Pilot), there are a number of career pathways from this qualification including photography / cinematography, public safety and emergency services, aerial surveying, mining and resource sectors, Federal, State and Local Government agencies, and specialist civil and military roles.

## Mode of Delivery

Training will be delivered face to face where the student will attend classes with qualified trainers and assessors, including practice and assessment of physical remote pilot skills using a hands-on approach. An Online learning management system supports the students during their course of study.

## Cost

Students may be able to access funding to help subsidise the cost of their training. Please see the Senior Schooling team for more information regarding your situation.

### Contact Information

**Queries regarding course information**, please contact the NRSHS Head of Department (Technologies Faculty), Janita Ray

Email: [jxray1@eq.edu.au](mailto:jxray1@eq.edu.au)

**Queries regarding how this course fits into your pathway and how to enrol**, please contact the GSHS Deputy Principal, Nathan Shonhan

Email: [nshon2@eq.edu.au](mailto:nshon2@eq.edu.au)

**PLEASE NOTE:** The enrolment process requires all paperwork to go to NRSHS from the base school, not individual students / families. NRSHS can not accept enrolments that have not been approved and forwarded on from the student's base school.



# Certificate III in School Based Education Support – CHC30221

VET

REGISTERED  
TRAINING  
ORGANISATION

North Rockhampton State High School  
RTO Code: 30144



**This course requires one full day at North Rockhampton High School each week.**

Do you want a career in Education? Are you looking to make a difference and play a role in shaping the next generation? Education is an in-demand industry. This qualification will provide;

- Potential job opportunities as a Teacher Aide while studying further in education
- Potential RPL opportunities when studying further in education

This qualification reflects the role of workers who assist teachers and support student learning in a range of classroom settings. They complete general administrative as well as operational tasks to support students with learning under the guidance of a teacher or other educational professional. Work requires use of discretion and judgement within the boundaries of established policies and procedures.

Education support workers work mainly with students in classroom settings in primary or secondary schools. To achieve this qualification, the individual must have completed a total of at least 100 hours of work in a classroom environment catering to primary or secondary school students.

### **Program Length**

- This program takes 2 years to complete. Duration may vary.
- 100 hours of work placement is involved - in a classroom environment catering to primary or secondary students.

### **QCE Credits**

Successful completion of the Certificate III in School based Education Support contributes a maximum potential of eight (8) credits towards a student's QCE.

**The Course consists of 15 competencies, 10 core and 5 electives.**

Core Units	
CHCDIV001	Work with diverse people
CHCEDS033	Meet legal and ethical obligations in an education support environment
CHCEDS034	Contribute to the planning and implementation of educational programs
CHCEDS035	Contribute to student education in all developmental domains
CHCEDS036	Support the development of literacy and oral language skills
CHCEDS037	Support the development of numeracy skills
CHCEDS057	Support students with additional needs in the classroom

CHCEDS059	Contribute to the health, safety and wellbeing of students
CHCEDS060	Work effectively with students and colleagues
CHCEDS061	Support responsible student behaviour
Elective Competencies – 5 of the competencies below will be completed. Some competencies completed by all students; some are student choice.	
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
CHCEDS039	Work effectively as an Aboriginal and/or Torres Strait Islander education worker
CHCEDS040	Search and access online information
CHCEDS043	Support students with English as an additional language
CHCEDS048	Work with students in need of additional learning support
CHCEDS050	Support Aboriginal and/or Torres Strait Islander education
CHCEDS056	Provide support to students with autism spectrum disorder
CHCPRT001	Identify and respond to children and young people at risk
HLTAID012	Provide First Aid in an education and care setting

### **Entry Requirements**

There are no prerequisites to enter Certificate III in School based Education Support CHC30221, however, students must undertake a Language, Literacy & Numeracy (LLN) test & must be able to undertake practical placement.

**Cost = Nil**

### **Contact Information**

For more information, please contact the Head of Department (Technologies Faculty), Janita Ray at North Rockhampton State High School

Email: [jxray1@eq.edu.au](mailto:jxray1@eq.edu.au)

