

KINGSTON State College



2027
SENIOR SUBJECT
INFORMATION
BOOKLET

Parents and Students

This handbook outlines the subjects offered to students in Years 11 and 12. It has been produced to assist students to make decisions on the appropriate subjects to study throughout the Senior Phase of their education. The pathway students take through Senior should be carefully considered – be it University entrance with an Australian Tertiary Admissions Rank (ATAR) or a Vocational Education and Training (VET) Qualification which will prepare students for TAFE study, apprenticeships, traineeships and paid work. The importance of choosing appropriate subjects cannot be overemphasised.

It is expected that the subjects the student choose for Year 11 will be the subjects they continue to study throughout Years 11 and 12.

All students should plan on completing Year 12 and graduating with a Queensland Certificate of Education (QCE), an ATAR or a VET qualification. Our school offers pathways and subjects that cater for the needs of all our students if they choose the course of study that is suited to their abilities and interests. There is little value in choosing subjects that are too difficult in the hope that the subject will result in a higher tertiary entrance score. Students gain the most advantage from choosing a pathway and subjects that they can manage academically and find interesting as they will be studying these subjects for two years. Year 10 results should give an indication of both ability and interests.

The Intended Learning Outcome for all students in 11 and 12 is a QCE, or a QCIA for a small number of students on an Individualized Curriculum Plan. All students in Years 11 and 12 on a QCE pathway must undertake a program which maintains their QCE eligibility, and this is monitored very carefully throughout the Senior Phase of Learning. The requirements of the QCE are set out in this booklet.

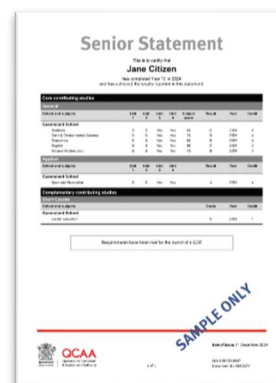
Senior Education Profile

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

- Senior Statement / Statement of Results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

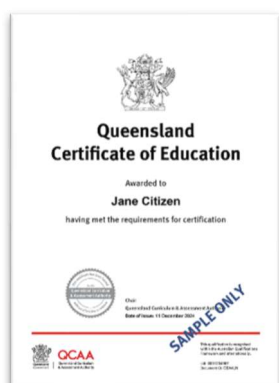
For more information about the SEP see:

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



Senior Statement / 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 full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.



Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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



Senior subjects

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

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

General syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects include Extension subjects. Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General subjects.

Applied syllabuses

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

Short Courses

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

For more information about the ACSF see: <https://www.education.gov.au/australian-core-skills-framework>.

Underpinning factors

All senior syllabuses are underpinned by:

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

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

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

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

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

Vocational Education and Training (VET)

Students can access VET programs through the school if the school:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

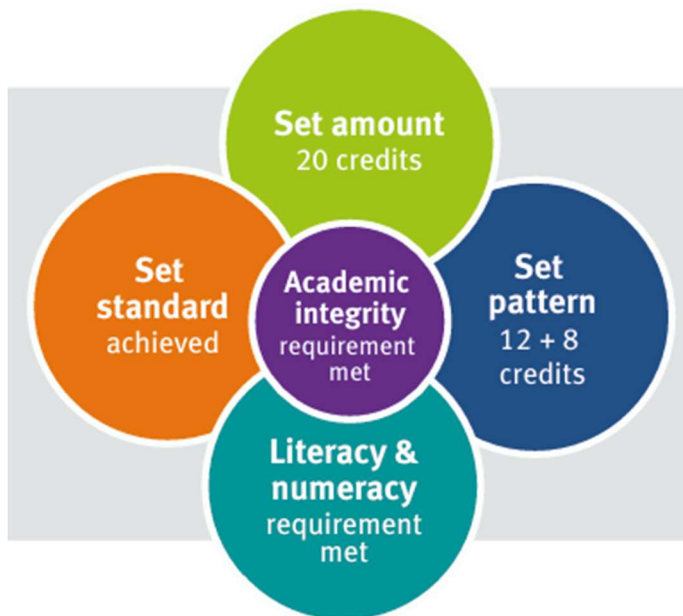
The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

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

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

QCE eligibility

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy and academic integrity requirements



20 credits from contributing courses of study, including:
QCAA-developed subjects or courses
Vocational education and training qualifications
Non-Queensland studies
Recognised studies.

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Students must meet literacy and numeracy requirements through one of the available learning options.

Students must complete the QCAA's academic integrity course, or an equivalent program which meets the QCAA's requirements.

Academic Integrity
Course updated



General syllabuses - Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

Extension syllabuses course overview

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

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

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

Assessment

Units 1 and 2 assessments

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

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

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

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

External assessment

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

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

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

Applied syllabuses – Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied and Applied (Essential) syllabuses are four-unit courses of study.

The syllabuses contain QCAA-developed units as options for schools to select from to develop their course of study. Units and assessment have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment. However, greater scaffolding and support may be required for units studied earlier in the course.

Assessment

Applied syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

Schools have autonomy to decide:

- specific assessment task details within the parameters mandated in the syllabus
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

Teachers make A–E judgments on student responses for each assessment instrument using the relevant instrument-specific standards. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

Essential English and Essential Mathematics — Common internal assessment

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

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

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

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

Summative internal assessment — instrument-specific standards

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

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

Short Courses - Structure

Course overview

Short Courses are one-unit courses of study. A Short Course includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Short Courses are available in:

- Literacy
- Numeracy
- Career Education

Assessment

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment. The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.

What is SET planning?

SET planning is a process designed to guide students on a successful pathway throughout senior secondary and beyond Year 12 into post-school education and work.

The aim of SET planning is to provide students with the skills and knowledge needed to develop a genuine career pathway, and a life of personal choice.

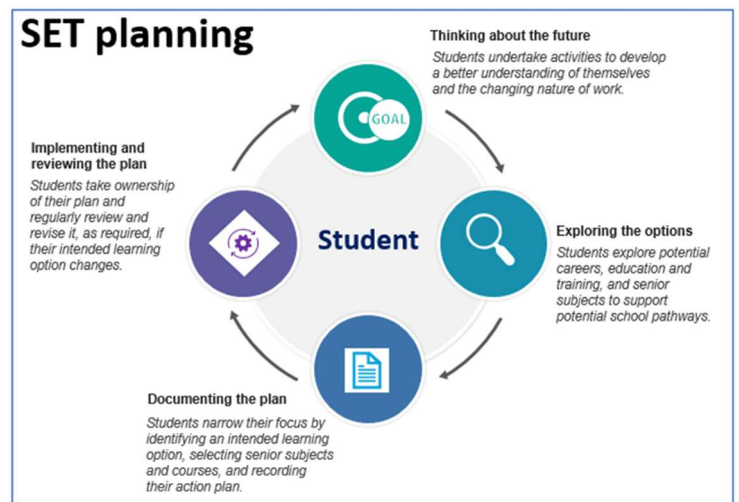
SET planning begins with career exploration activities in junior secondary and builds in Year 10, when your child commits to their proposed pathway by developing their SET plan.

Who is involved in SET planning?

SET planning involves students, their parent/s or carer/s and the school, working together to develop a plan for achieving success throughout Years 11, 12 and beyond.

This may involve providing individualised planning and transition support for students with diverse learning needs to ensure success for all students.

Parents and carers can support their young person during the SET planning process by encouraging them to talk to family, friends and their teachers about potential occupations, career pathways, and education and training goals after Year 12.

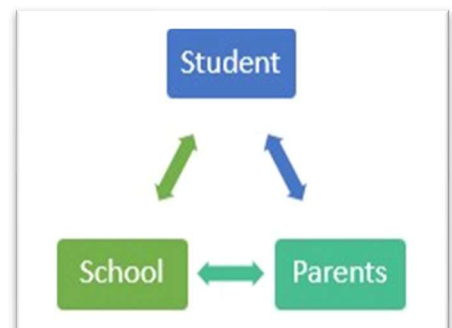


Why is SET planning important?

Participation in the SET planning process empowers students to make informed decisions about their own future and to take ownership of their pathway plan, along with the support of their parents or carers and the school.

A clear plan of action will provide your child with a roadmap to guide their way and help maintain focus throughout Years 11 and 12.

If their pathway plan changes as students progress through their senior secondary program, the school will support students to review and refine their SET plan.



At Kingston State College we begin the journey with five defined Pathways. These are described on the following page.

VISION, MISSION AND VALUES

Vision:
To be a bespoke secondary school known for delivering exceptional education in a **supportive, student centered**, and future-focused environment.

Mission:
Where Every Student Belongs, **Learns, and Thrives.**

Through the Values:
Excellence: We strive for the highest standards in teaching and learning
Belonging: We cultivate a connected, diverse community where **every student**, staff member, and family feels welcomed, valued, respected, heard, and **supported to thrive academically, emotionally, and socially.**

Kingston State College Pathways



Future U - Direct Uni Pathway - ATAR

For students seeking direct entry to university through a strong academic focus utilising an ATAR Score

- Must meet prerequisites for selected General subjects
- Pathway subject combinations:
 - 5 General Subjects + 1 University Subject
 - 6 General Subjects
 - 5 General Subjects + Certificate III or above
 - 5 General Subjects + 1 Applied Subject
 - 4 General Subjects + Certificate III or above + 1 Applied Subject
 - 4 General Subjects + 2 Applied Subjects
- *Student must attend fulltime –no school-based Traineeships/Apprenticeships or TAFE*

Flexi Futures - Blended Pathway

For students aiming for Uni or TAFE with more flexible learning options.

(May not receive an ATAR Score and utilise Cert III Qualification for Entry)

- Must meet prerequisites for selected General subjects
- Must review tertiary entry requirement and select required General Subjects for University Courses
- Pathway subject combinations:
 - 1.No more than 3 General Subjects
 - 2.Must complete a Certificate III or above
- TAFE / School-based apprenticeships negotiated with Deputy Principal Senior School
- Supervised study period to assist TAFE / SATs negotiated with Deputy Principal Senior School post sign-up

Skilled Start - Vocational Pathway

For students targeting trades, employment, or industry training.

- School based Traineeships/Apprenticeships or TAFE aligned to career
- Supervised study period to assist TAFE / SATs negotiated with Deputy Principal Senior School post sign up
- Pathway subject combinations:
 - 1.Applied and VET qualifications
 - 2.No General subjects

School Identified & Negotiated Support Pathways

QCE MyWay - Alternate Pathway Senior Pathways Hub

For students needing a more flexible, compressed or extended QCE timeline...

- Essential English, Essential Maths, Combination of 3 CERT II, III Qualifications & Applied Subjects
- Short Course Literacy, Essential Maths & a combination of 4 CERT II, III Qualifications & Applied Subjects
- Short Course Numeracy, Essential English & a combination of 4 CERT II, III Qualifications & Applied Subjects
- Short Course Literacy & Numeracy & a combination of 4 CERT II, III Qualifications & Applied Subjects
- *Students will access a flexible Timetable and, in some circumstances, may only attend Part-Time to support.*

Pathways for Me - QCIA Pathway

For students with disability or impairment working towards the QCIA (Queensland Certificate of Individual Achievement).

- Student-centred promoting personal achievements and development.
- Recognises personal learning and achievements of eligible students with a disability or impairment.
- Focuses on students' individual goals, strengths, and development in areas like communication, independent living, community involvement, and work-related learning.
- Issued alongside a Senior Statement at the end of Year 12.

Prerequisites & Success Indicators for Year 11 2027

General Subjects	FACULTY	English	Mathematics	Science	Other	QCE POINTS
Biology	SCIENCE	C	B General C Methods	B		4
Chemistry	SCIENCE	C	B General C Methods	B		4
Psychology	SCIENCE	C	B General C Methods	B		4
Physics	SCIENCE	C	C Methods	B		4
General Mathematics	MATHS	C	C General C Methods			4
Mathematical Methods	MATHS	C	B Methods			4
Specialist Mathematics	MATHS	C	B Methods			4
English	ENGLISH	C				4
Literature	ENGLISH	B				4
Design	TECHNOLOGY	C	C General			4
Legal Studies	HPE/HUMANITIES	C			C in History	4
Physical Education	HPE/HUMANITIES	C			C in HPE	4
Drama	THE ARTS	C				4
Music	THE ARTS	C				4

Applied Subjects	FACULTY	SUCCESS INDICATORS	QCE POINTS
Essential English	ENGLISH	C in English	4
Essential Mathematics	MATHS	C in Maths and English	4
Dance in Practice	THE ARTS	C in Dance	4
Drama in Practice	THE ARTS	C in Drama	4
Media Arts In Practice	THE ARTS	C in Media	4
Music in Practice	THE ARTS	C in Music	4
Early Childhood Studies	TECHNOLOGIES	C in English	4
Industrial Graphics Skills	TECHNOLOGIES	C in Design and Technologies, C in Maths	4
Science in Practice	SCIENCE	C in Science	4
Social and Community Studies	HPE/HUMANITIES	C in Humanities	4
Sport and Recreation	HPE/HUMANITIES	C in HPE	4

VET Subjects	FACULTY	SUCCESS INDICATORS	QCE POINTS
Certificate I Active Volunteering	INCLUSION	ACSF Level 1–2	2
Cert I in Workplace Skills	INCLUSION	ASCF Level 1-2	2
Certificate I Construction Pathways / Certificate II Furniture Making Pathways	TECHNOLOGIES	ACSF Level 2–3	7
Certificate II Engineering Pathways	TECHNOLOGIES	ACSF Level 2–3	4
Certificate II in Hospitality Practices	TECHNOLOGIES	ACSF Level 2–3	4
Certificate III in Fitness	HPE/HUMANITIES	ACSF Level 3	8
Certificate III in Business	HPE/HUMANITIES	ACSF Level 3	8
Certificate III in Beauty Services	HAIR & BEAUTY	ACSF Level 3	7
Certificate II in Financial Services	MATHS	ACSF Level 2–3	4

Value Added Subjects	FACULTY	SUCCESS INDICATORS	QCE POINTS
Hair and Salon Assistant	HAIR & BEAUTY		-
Autonomous Technologies	TECHNOLOGIES	ACSF Level 2–3	4
Functional English	INCLUSION	QCIA Learning Goals	-
Functional Mathematics	INCLUSION	QCIA Learning Goals	-

General Subjects

**ATAR pathway students need to choose at least four
General subjects – five recommended**

Students may only choose these subjects if undertaking a
Future U or Flexi Futures Pathway

General Subjects identified as Alternative Sequence are written to cater for smaller schools and allows Year 11 and 12 students to undertake learning in the same class without compromising the intent of the learning and assessment.

Biology

Rationale

Biology provides opportunities for students to engage with living systems.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Structure

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

Assessment

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

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

Summative assessments

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

Prerequisites

Biology is a rigorous academic subject. Students wishing to study this subject must have achieved at least a C in Year 10 English, at least a B in Year 10 General Mathematics or a C in Year 10 Mathematical Methods and at least a B in Year 10 Science.

Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day.

PATHWAYS:

Biology is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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.

Chemistry

Rationale

Chemistry is the study of materials and their properties and structure. Students study atomic theory, chemical bonding, the structure and properties of elements and compounds, intermolecular forces, gases, aqueous solutions, acidity, rates of reaction, equilibrium processes, redox reactions and organic chemistry.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Structure

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

Assessment

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

Prerequisites

Chemistry is a rigorous academic subject. Students wishing to study this subject must have achieved at least a C in Year 10 English and at least a B in Year 10 General Mathematics or a C in Year 10 Mathematical Methods and at least a B in Year 10 Science.

Special Subject Advice

Students enrolled in this subject require a laptop.

PATHWAYS

Chemistry is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

Design (Alternative Sequence)

Rationale

The Design subject focuses on the application of design thinking, drawing skills and rapid prototyping skills required to develop creative ideas in response to human needs, wants and opportunities.

This approach enables students to learn about design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and prototyping skills; and evaluating ideas and design concepts. Students communicate design proposals to suit different audiences. In responding to design problems, they will learn how to challenge their own thinking and research new knowledge.

In Design, students engage in a design process and design thinking. The integration of 21st-century skills, creative and critical thinking, collaboration and teamwork, and effective communication skills allow Design students to be well prepared in the design classroom and outside of it.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Unit 1: Stakeholder-centred design	Unit 2: Commercial design influences	Unit 3: Human-centred design	Unit 4: Sustainable design influences

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): • Design challenge	20%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	30%		
Summative external assessment (EA): 25% • Examination — extended response			

Prerequisites

Design is a rigorous academic subject. Students wishing to study this subject must have achieved at least a C in Year 10 English and at least a C in Year 10 General Mathematics.

PATHWAYS

This subject can lead to being a product designer, service designer or UX designer. A product designer creates new products, both virtual and physical, to enhance the customer experience, continually improving them to keep users engaged and satisfied. A service designer focuses on the entire customer experience, considering all touchpoints, such as sales and customer service, across various channels like desktop, mobile, and physical stores. UX designers, a popular role in recent years, specialise in making digital products, such as websites and apps, user-friendly and enjoyable, prioritizing the needs and experiences of the customer.

Drama (Alternative Sequence)

Rationale

Drama is all about exploring stories, ideas, emotions and real-life experiences through performance. Students use acting, movement and creative thinking to bring characters and situations to life while developing their confidence and communication skills.

In Drama, students create, perform and respond to a range of dramatic works. They work individually and collaboratively to develop performances, explore different perspectives and investigate issues that connect to the world around them. Students experience a variety of performance styles and learn how theatre can entertain, educate and inspire audiences.

Drama helps students become confident, creative and reflective individuals. The skills developed in Drama, such as teamwork, communication, critical thinking and adaptability, are highly valued in further study, the workplace and everyday life.

Areas of Study

Unit 1 and 2 - Formative	Unit 3 and 4 - Summative
<ul style="list-style-type: none"> Unit 1 – SHARE: Storytelling Indigenous Theatre Unit 2 – REFLECT: Realism, Magic Realism, Australian Gothic Theatre 	<ul style="list-style-type: none"> Unit 3 – CHALLENGE: Epic/Absurd Theatre Unit 4 – TRANSFORM: Greek/Elizabethan Theatre Contemporary Theatre

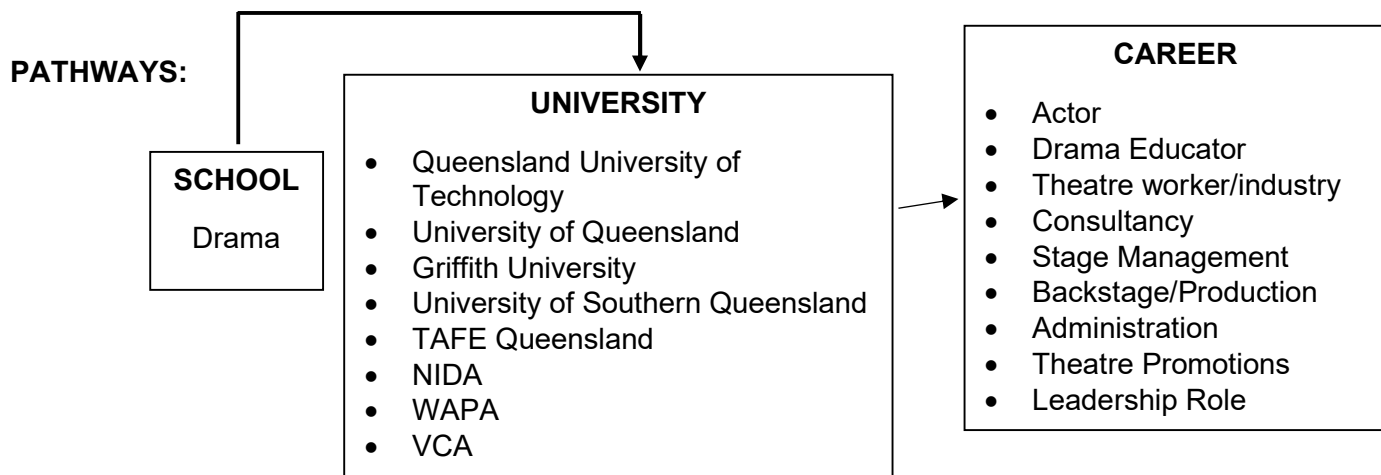
Assessment

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			



English

Rationale

English helps students become confident communicators, critical thinkers and creative problem-solvers. Students will learn how to understand and create a wide range of texts, from novels and films to articles, speeches and digital media.

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In English, students will:

- improve their reading, writing, speaking and listening skills
- learn how to communicate effectively for different audiences and purposes
- analyse films, novels, media texts and current issues
- explore different perspectives, cultures and experiences
- develop creativity, imagination and critical thinking
- build skills that are valuable for university, training and future careers

English isn't just about studying texts; it's about understanding the world, expressing your ideas and preparing for life beyond school. 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.

Areas of Study

Unit 1 and 2 - Formative	Unit 3 and 4 - Summative
<ul style="list-style-type: none">• Perspectives and Texts• Texts and Culture	<ul style="list-style-type: none">• Textual Connections• A Close Study of Literary Texts

Summative assessments

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

Prerequisites

English is a rigorous academic subject. Students wishing to study this subject should have achieved at least a C in Year 10 English.

Special Subject Advice

Students in this subject require a laptop and need to bring it to school every day.

Future pathways

University: General English provides an important pathway to university study and is a prerequisite or recommended subject for many degrees including Teaching, Law, Business, Psychology, Journalism

TAFE & Vocational Education: Early Childhood, Community Services, Tourism

Employment: any industry requiring strong communication and critical thinking skills

General Mathematics

Rationale

Mathematics helps us make sense of the world around us. It is used every day to identify patterns, solve problems, make decisions and understand information. Through Mathematics, students develop logical thinking, creativity, curiosity and the confidence to tackle challenges in an increasingly complex and data-rich world.

In General Mathematics, students build the knowledge and skills needed to participate successfully in further study, the workplace and everyday life. They develop critical and creative thinking, communication skills, digital literacy, collaboration and personal responsibility. These capabilities help students become confident, independent learners who can apply mathematical thinking in a range of real-world situations.

Learning in Mathematics involves more than just finding answers. Students practise key mathematical skills and procedures while also exploring practical problems, investigating real-life situations and explaining their reasoning. As students strengthen their understanding and fluency, they become more capable of solving unfamiliar problems and transferring their learning to new contexts. Through discussion, collaboration and reflection, students build confidence and experience success in mathematics.

General Mathematics extends the learning developed throughout Years 7-10 and focuses on four key areas: Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices. Students explore important concepts such as financial mathematics, percentages and rates, linear and non-linear relationships, sequences, matrices, networks, trigonometry and statistical analysis. These topics help students understand and solve problems that arise in everyday life, workplaces and communities.

This subject is designed for students who wish to continue studying mathematics beyond Year 10 but do not require advanced calculus for their future pathways. General Mathematics provides a practical and applied approach to learning, preparing students for a wide range of careers, vocational pathways and tertiary studies. Students learn to ask questions, analyse information, develop mathematical models and communicate solutions effectively.

By connecting mathematics to real-world situations, students gain a deeper appreciation of its relevance and value. As their skills, understanding and confidence grow, they develop a positive mathematical mindset and the ability to use mathematics effectively throughout their lives.

Areas of Study

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

General Mathematics (cont.)

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): – Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): – Examination	15%
Summative internal assessment 2 (IA2): – Examination	15%		
Summative external assessment (EA): 50%			
▪ Examination			

Prerequisites

Students must achieve a “middle C” or higher in Year 10 Preparatory General Mathematics to study General Mathematics. If a student does not meet the prerequisite and still wishes to study the subject, parental/carer contact needs to be organised with the Mathematics Head of Department before the student’s subject enrolment will be accepted.

Special Subject Advice A computer and a scientific calculator (advised: Casio fx – 82AU PLUSII).

Possible Careers

General Mathematics is designed for students who wish to continue developing their mathematical skills beyond Year 10 and are considering a wide range of future pathways, including university study, TAFE, apprenticeships, traineeships and employment.

The practical and problem-solving skills developed in this subject are highly valued across many industries and professions. General Mathematics can provide a foundation for further study and careers in areas such as:

- Business and Commerce
- Banking and Finance
- Education and Training
- Information Technology (IT)
- Health and Community Services
- Defence and Emergency Services
- Property and Real Estate
- Logistics and Supply Chain Management
- Social Sciences
- Arts and Creative Industries
- Government and Public Administration

Students who enjoy applying mathematics to real-world situations and solving practical problems will find General Mathematics valuable preparation for both further study and the workplace.

Legal Studies (Alternative Sequence)

Rationale

Legal Studies focuses on the interaction between society and the discipline of law. 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. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

Areas of Study

Unit 1 and 2 - Formative	Unit 3 and 4 - Summative
<ul style="list-style-type: none">Balance of ProbabilitiesLaw, Change and Governance	<ul style="list-style-type: none">Beyond Reasonable DoubtHuman Rights in Legal Contexts

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): - Examination: Combination Response	25%	Summative internal assessment 3 (IA3): - Investigation: Argumentative Essay	25%
Summative internal assessment 2 (IA2): - Investigation: Inquiry Report	25%	Summative external assessment (EA): - Examination: Combination Response	25%

Prerequisites

Legal Studies is a rigorous academic subject. Students wishing to study this subject should have achieved at least a C in Year 10 History and English. Students who have not met these prerequisites will be considered at the Head of Department's discretion.

Special Subject Advice

Students in this subject require a laptop and need to bring it to school every day.

Possible Careers

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 Legal Studies students gain are transferable to all discipline areas and post-schooling tertiary pathways.

Literature

Rationale

Literature is designed for students who enjoy reading, discussing and exploring ideas through a range of texts. Students study novels, plays, poetry, short stories and other literary works from different cultures, time periods and perspectives.

Through Literature, students develop their ability to think critically, communicate effectively and engage with complex ideas about people, society and the world around them. They learn how writers use language to create meaning, shape perspectives and influence audiences.

Students are encouraged to analyse, interpret and evaluate literary texts while also creating their own imaginative and analytical responses. The subject fosters creativity, curiosity and independent thinking, helping students develop a deeper appreciation of language and storytelling.

Literature also provides opportunities to explore diverse voices and experiences, including Australian texts by Aboriginal and Torres Strait Islander authors. By engaging with a wide range of perspectives, students develop empathy, cultural understanding and the confidence to express and justify their own ideas.

The skills developed in Literature are highly valued in university study and a wide range of careers, including education, law, journalism, communications, the arts and the humanities.

Areas of Study

Unit 1 and 2 - Formative	Unit 3 and 4 - Summative
<ul style="list-style-type: none">• Introduction to Literary Studies• Intertextuality	<ul style="list-style-type: none">• Literature and Identity• Independent Explorations

Summative assessments

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

Prerequisites

Literature is a rigorous academic subject. Students wishing to study this subject should have achieved at least a B in Year 10 English.

Special Subject Advice

Students in this subject require a laptop and need to bring it to school every day.

Future pathways:

University: General English provides an important pathway to university study and is a prerequisite or recommended subject for many degrees including Teaching, Law, Business, Psychology, Journalism

TAFE & Vocational Education: Early Childhood, Community Services, Tourism

Employment: any industry requiring strong communication and critical thinking skills

Mathematical Methods

Rationale

Mathematics helps us understand, describe and predict the world around us. It provides powerful tools for solving problems, identifying patterns, analysing information and making informed decisions. Mathematical Methods develops students' ability to think logically, reason critically and approach complex problems with confidence.

This subject is designed for students who enjoy mathematics and are interested in developing a deeper understanding of mathematical concepts and their applications. Through Mathematical Methods, students build advanced problem-solving, analytical and communication skills that are highly valued in further study and the modern workforce. Students also develop their ability to use technology effectively to investigate mathematical ideas, model real-world situations and communicate solutions.

Learning in Mathematical Methods involves both mastering key mathematical skills and applying them to increasingly complex and unfamiliar problems. Students learn to interpret information, identify relationships, develop mathematical models and justify their reasoning. Through practice, investigation and collaboration, students build confidence in their ability to tackle challenging mathematical tasks and think critically about the world around them.

The course focuses on four key areas: Algebra, Functions and Graphs, Calculus, and Statistics. Students explore how mathematical relationships can be represented, analysed and used to solve real-world problems. Calculus provides powerful tools for understanding change and motion, while Statistics helps students analyse data, measure uncertainty and make evidence-based conclusions. Students also develop the important skill of moving between graphical, numerical, algebraic and written representations of mathematical ideas.

Mathematical Methods is particularly suited to students considering university pathways that require strong mathematical foundations. The subject supports further study in fields such as engineering, science, health, information technology, data science, economics and mathematics.

By studying Mathematical Methods, students gain a deeper appreciation of the role mathematics plays in shaping our world. They develop the knowledge, skills and confidence to become critical thinkers, effective problem-solvers and lifelong learners who are well prepared for future study and career opportunities.

Areas of Study – Years 11 and 12

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

Mathematical Methods (cont.)

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

Prerequisites

Students must achieve a “middle B” or higher in Year 10 Preparatory Mathematical Methods Mathematics. If a student does not meet the prerequisite and still wishes to study the subject, parental/carers contact needs to be organised with the Mathematics Head of Department

Special Subject Advice

Students require a laptop computer and a Graphics Calculator (advised: Casio FXCG50AU CE). It is important that each student has the same brand and model of calculator. This allows for consistent instruction of calculator functions between teacher/student and student/student. This course cannot be completed without a graphics calculator. The syllabus dictates this type of technology.

Possible Careers

Mathematical Methods is designed for students considering university study and careers that require strong mathematical and analytical skills. The subject provides an excellent foundation for further education, apprenticeships, traineeships and employment in a wide range of high-demand industries.

Students who study Mathematical Methods may pursue pathways in areas such as:

- Engineering (civil, mechanical, electrical, mining and aerospace)
- Health and Medical Sciences
- Medicine, Physiotherapy and Allied Health
- Biomedical and Forensic Science
- Information Technology and Cyber Security
- Computer Science and Software Development
- Data Science and Artificial Intelligence
- Mathematics and Science Education
- Psychology and Behavioural Sciences
- Business, Economics and Finance
- Architecture and Design
- Environmental and Physical Sciences

Mathematical Methods is recommended for students who are considering STEM (Science, Technology, Engineering and Mathematics) pathways or university courses that have Mathematics as a prerequisite. The subject develops advanced problem-solving, reasoning and analytical skills that are highly valued by employers and tertiary institutions.

Students who enjoy challenging themselves mathematically and are interested in careers that involve innovation, technology, science or data analysis will find Mathematical Methods an excellent preparation for their future.

Music (Alternative Sequence)

Rationale

Music is a creative and practical subject that allows students to express ideas, emotions and stories through sound. It allows for the expression of intellect, imagination and emotion, while encouraging students to explore their own values and perspectives. Music plays an important role in everyday life across all cultures and societies, serving social, cultural, celebratory, political and educational purposes.

Through making (composition and performance) and responding (musicology) to music, students develop their skills as performers, composers and music analysts while exploring a wide range of musical styles, genres and cultures. Students build confidence, creativity and teamwork skills while developing a deeper appreciation of the role music plays in society.

Music provides valuable skills in communication, problem-solving, teamwork and creative thinking that support further study, employment and lifelong engagement with the arts.

Areas of Study

Unit 1 and 2 - Formative	Unit 3 and 4 - Summative
<ul style="list-style-type: none"> • Designs - Fundamentals • Identities – Personal, Social, Political and Cultural 	<ul style="list-style-type: none"> • Innovations • Narratives – Musical Storytelling

Assessment

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

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

Summative assessments

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

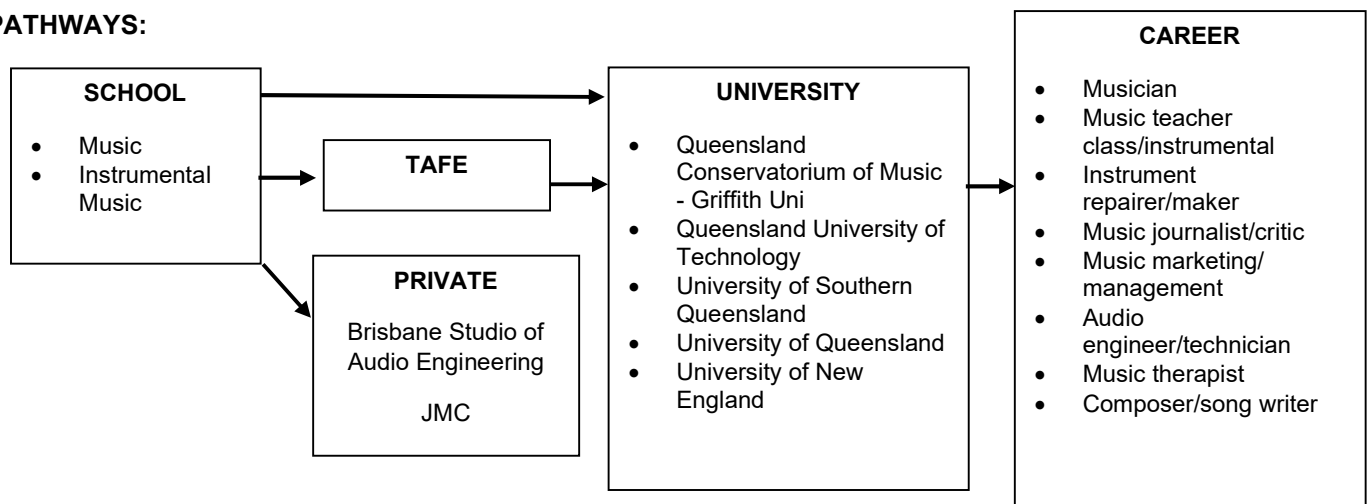
Prerequisites

Students wishing to study this subject must have achieved at least a “C” in Year 10 English and Year 10 Music. Students are also required to perform an instrument or voice. If you did not study Music in Year 10, please contact the Head of Department.

Special Subject Advice

Students enrolled in this subject require a laptop.

PATHWAYS:



Physical Education (Alternative Sequence)

Rationale

In Physical Education, physical activity serves as the medium for learning. Learning occurs through learning about, through, and in movement. This involves engagement in physical activity with students involved in closely integrated written, oral, physical and other learning experiences. Students learn to see how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity.

Areas of Study

Selected physical activities will act as both a medium for learning of the topics listed in the table below and a source of data for analysis. At least two will be selected from swimming, touch, basketball, badminton, and volleyball.

Unit 1 and 2 - Formative	Unit 3 and 4 - Summative
<ul style="list-style-type: none">Unit 1 Motor learning, functional anatomy, and biomechanics in physical activityUnit 2 Sport psychology and equity in physical activity	<ul style="list-style-type: none">Unit 3 Tactical awareness, and ethics in physical activityUnit 4 Energy, fitness and training and physical activity

Assessment

Students will commence their course of study with AS units 1 and 2 in odd years and will be assessed on units 3 & 4 in year 12. Students will commence their course of study with AS units 3 and 4 in even years and will be assessed on Units 1 & 2 in year 12. 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).

Assessment

Unit 1 or 3		Unit 2 or 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%

Special Subject Advice

Physical Education is a rigorous academic subject. Students must have an interest in developing individual skills and knowledge through physical activity and obtain at least a C standard for Year 10 HPE and English. Students who have not met these prerequisites will be considered at the Head of Department's discretion.

Please note: participation is compulsory for all practical lessons.

Risk Statement

There is an inherent risk of injury associated with involvement in this subject and all precautions are undertaken to limit the risk of an injury occurring.

Physics (Alternative Sequence)

Rationale

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

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

Students 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.

Structure

AS Unit 1	AS Unit 2	AS Unit 3	AS Unit 4
Physics of Motion <ul style="list-style-type: none">Linear motion and forceGravity and motion	Einstein's Famous Equation <ul style="list-style-type: none">Ionising radiation and nuclear reactionsSpecial relativityThe Standard Model	The Transfer and Use of Energy <ul style="list-style-type: none">Heating processesWavesElectrical circuits	Electromagnetism and Quantum Theory <ul style="list-style-type: none">ElectromagnetismQuantum theory

Assessment

In the first two units undertaken by a student, they will complete four internal assessments — the three summative internal assessments and one developed by the school that reflects the technique and conditions of the external assessment. The results of these are determined by the school and contribute to a student's formative result.

In the final two units undertaken by a student, they will complete a total of four summative assessments — three internal and one external — that contribute towards their final mark in each subject. 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 1 or 3		Unit 2 or 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Student experiment	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">Examination			

Prerequisites

Physics is a rigorous academic subject. Students wishing to study this subject must have achieved at least a C in Year 10 English, at least a C in Year 10 Mathematical Methods and at least a B in Year 10 Science.

Special Subject Advice

Students enrolled in this subject require a laptop.

Pathways

The Physics Alternative Sequence (AS) is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

Psychology

Rationale

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. Further, they 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. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual Development <ul style="list-style-type: none">• The role of the brain• Cognitive development• Consciousness, attention, and sleep	Individual Behaviour <ul style="list-style-type: none">• Intelligence• Diagnosis• Psychological disorders and treatments• Emotion and motivation	Individual Thinking <ul style="list-style-type: none">• Brain function• Sensation & perception• Memory• Learning	The Influence of Others <ul style="list-style-type: none">• Social Psychology• Interpersonal processes• Attitudes• Cross-cultural psychology

Assessment

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

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

Summative assessments

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

Prerequisites

Psychology is a rigorous academic subject. Students wishing to study this subject must have achieved at least a C in Year 10 English, at least a B in Year 10 General Mathematics or a C in Year 10 Mathematical Methods and at least a B in Year 10 Science.

Special Subject Advice

Students enrolled in this subject require a laptop.

PATHWAYS:

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

Specialist Maths

Rationale

Specialist Mathematics is the most advanced mathematics subject offered in senior secondary school. It is designed for students who have a strong interest in mathematics, enjoy solving challenging problems and are considering future pathways in mathematics, science, engineering, technology or related fields.

Mathematics helps us understand and explain the world around us. It allows us to identify patterns, analyse relationships, make predictions and solve complex problems. Through Specialist Mathematics, students develop powerful mathematical thinking skills that enable them to tackle abstract ideas, investigate real-world situations and approach challenges with confidence and creativity.

This subject extends students' mathematical knowledge beyond Mathematical Methods and provides opportunities to explore sophisticated mathematical concepts in greater depth. Students develop advanced problem-solving, reasoning, communication and analytical skills while learning to apply mathematics in a range of scientific, technological and practical contexts. The effective use of technology supports students to model situations, investigate patterns and deepen their understanding of mathematical concepts.

Learning in Specialist Mathematics involves developing fluency with mathematical techniques while also applying those skills to complex and unfamiliar problems. Students learn to think logically, communicate mathematical ideas clearly and make connections between different areas of mathematics. Through investigation, discussion and reflection, students build confidence, resilience and independence as learners.

The course focuses on advanced mathematical topics including vectors and matrices, real and complex numbers, trigonometry, statistics and calculus. Students explore how these mathematical tools can be used to model and solve problems in fields such as engineering, physics, computer science and data analysis. They develop a deeper understanding of how mathematics is used to describe and explain the world and support innovation in science and technology.

Specialist Mathematics is typically studied alongside Mathematical Methods and is recommended for students seeking a strong preparation for university studies in STEM (Science, Technology, Engineering and Mathematics) disciplines. The subject develops high-level mathematical thinking and provides an excellent foundation for courses and careers that require advanced analytical and problem-solving skills.

Students who undertake Specialist Mathematics gain confidence in their mathematical ability, develop perseverance when faced with challenging problems and gain an appreciation for the power, elegance and beauty of mathematics. The subject prepares students to become critical thinkers, innovators and lifelong learners in a rapidly changing world.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none">CombinatoricsIntroduction to proofVectors in the planeAlgebra of vectors in two dimensionsMatrices.	<ul style="list-style-type: none">Complex numbersComplex arithmetic and algebraCircle and geometric proofs.Trigonometry and functionsMatrices and transformations.	<ul style="list-style-type: none">Further complex numbersMathematical induction and trigonometric proofsVectors in two and three dimensionsVector calculusFurther matrices.	<ul style="list-style-type: none">Integration techniquesApplications of integral calculusRates of change and differential equationsModelling motionStatistical inference.

Specialist Maths (cont.)

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

Prerequisites

Students must achieve a “middle B” or higher in Year 10 Preparatory Mathematical Methods Mathematics. If a student does not meet the prerequisite and still wishes to study the subject, parental/carers contact needs to be organised with the Mathematics Head of Department

Special Subject Advice

Students must also select Mathematical Methods in Year 11. Students require a laptop computer and a Graphics Calculator (advised: Casio FXCG50AU CE). It is important that each student has the same brand and model of calculator. This allows for consistent instruction of calculator functions between teacher/student and student/student. This course cannot be completed without a graphics calculator. The syllabus dictates this type of technology.

Possible Careers

Studying Specialist Mathematics provides students with strong analytical, problem-solving and quantitative reasoning skills that are highly valued across a wide range of professions. The subject supports pathways into university study, vocational training and careers in fields that require advanced mathematical thinking.

Specialist Mathematics is particularly beneficial for students considering careers in:

- Engineering (civil, mechanical, electrical, chemical, mining, aerospace and mechatronics)
- Physical and Natural Sciences (physics, chemistry, environmental science and geoscience)
- Health and Medical Sciences (medicine, biomedical science, medical research, pharmacy and allied health)
- Computer Science and Information Technology (software development, cybersecurity, data science and artificial intelligence)
- Mathematics and Education (teaching, research and academic careers)
- Business and Finance (economics, actuarial studies, banking and financial analysis)
- Psychology and Behavioural Sciences
- Forensic and Laboratory Sciences

The advanced mathematical skills developed through this subject provide a strong foundation for further study and careers in STEM-related fields and other professions that require critical thinking, modelling and complex problem-solving.

Applied Subjects

Dance in Practice

Rationale

Dance is a creative and practical subject that uses movement as a powerful form of communication and self-expression. It allows students to express ideas, emotions and stories while developing confidence, creativity and teamwork skills. Dance plays an important role in many aspects of life, including social, cultural, artistic, health and entertainment contexts.

In Dance, students explore a range of dance styles and genres while developing an understanding of the role dance plays in communities and cultures. Students engage in both creating and performing dance works, building practical skills that connect to real-world and industry contexts.

Throughout the course, students will:

- develop skills in performing, choreographing and analysing dance
- explore a variety of dance styles, genres and cultural influences
- build confidence, creativity, collaboration, problem-solving and critical thinking skills

Dance provides students with valuable skills in communication, teamwork, critical thinking and self-expression, preparing them to be agile, adaptable learners who can succeed in further study, employment and lifelong participation in the arts.

Areas of Study

Units A - Community	Units B - Industry	Unit C - Health	Unit D - Technology
Dance for celebration	Dance Industry including professional and amateur sectors	Health and Wellbeing Through Dance	Use of technology in dance.

Assessment

For Dance in Practice, assessment from Units studied in Year 12 is used to determine the student's exit result, and consists of four instruments, including:

Choreographic Project	Performance
Students plan, choreograph and evaluate a dance for a specific context.	Students perform a teacher- or student-devised dance.

Prerequisites

Nil

Special Subject Advice

Students enrolled in this subject require a laptop. Students also require Dance tights/Pants and Jazz shoes

Possible Careers

- Dancer
- Choreographer
- Dance Teacher
- Producer

Drama in Practice

Rationale

Drama in Practice is a creative and practical subject that allows students to tell stories, share ideas and express emotions through performance. Students explore how drama can entertain, educate and connect people while developing their confidence, creativity and communication skills.

Through practical learning experiences, students create, perform and respond to a range of dramatic works in school and community contexts. They gain experience in both onstage and offstage roles while exploring how drama is used in the arts industry and wider community.

Throughout the course, students will:

- create, perform and evaluate dramatic works
- explore a variety of onstage and backstage roles
- build confidence, creativity, collaboration and agile problem-solving skills

Drama in Practice develops valuable skills in communication, teamwork, adaptability and project-based learning, preparing students for further study, employment and active participation in the creative industries and community.

Areas of Study

Units A - Collaboration	Units B - Community	Unit C - Contemporary	Unit D - Commentary
In this unit, students are provided with opportunities to participate in the collaborative process in Drama, taking a theatrical work from a brief to a performance.	In this unit, students engage in authentic interactions by accessing and participating in drama activities that relate to the lives and interests of a community	In this unit, students develop the knowledge, understanding and skills required to make and respond to drama works that explore and reflect contemporary trends in theatre.	In this unit, students explore the power of drama in commenting on social issues.

Assessment

For Drama in Practice, assessment from Units 3 and 4 is used to determine the student's exit result and will include:

Directorial Project	Performance	Devising Project
Students plan, make and evaluate a director's brief for an excerpt of a script.	Students perform the excerpt of the published script	Students plan, devise and evaluate a scene for an identified community issue, story or person of interest

Prerequisites

It is not essential for students to have completed junior drama however it is recommended. Most student work will be completed at school, however, some planning may need to be undertaken at home.

Early Childhood Studies

Rationale

The first five years of life are critical in shaping growth and development, relationships, wellbeing and learning. The early years can have a significant influence on an individual's accomplishments in family, school and community life. Quality early childhood education and care support children to develop into confident, independent and caring adults.

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development. Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development. Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments. Throughout the course of study, students make decisions and work individually and with others.

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

Students have opportunities to learn about the childcare industry, such as the roles and responsibilities of workers in early childhood education and care services. Opportunities to interact with children and staff in early childhood education and care services would develop their skills and improve their readiness for future studies or the workplace. Through interacting with children, students have opportunities to experience the important role early childhood educators play in promoting child development and wellbeing.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Children Development	Indoor and outdoor environments	Play and Creativity	Literacy and numeracy

Assessment

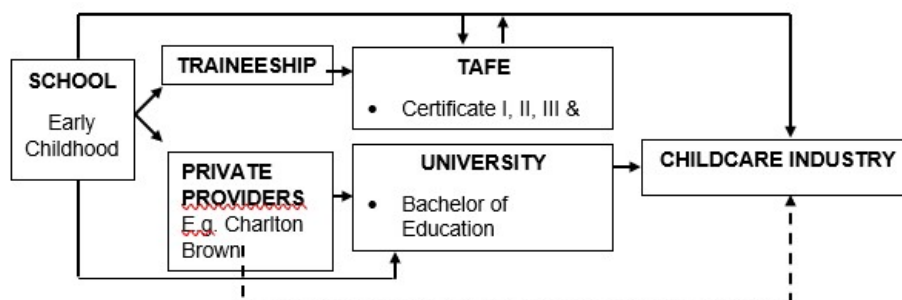
Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

Special Subject Advice

Students enrolled in this subject require a laptop. Students will need to supply materials to complete activities such as craft items/food as necessary to complete some assessment tasks.

Early Childhood is a subject that combines practical and theory work. All students in this subject will be required to undertake practical tasks to create and demonstrate learning experiences for children. Students also need to be aware that some assessment take place based off their interaction with children in local childcare facilities.

PATHWAYS:



Essential English

Rationale

Essential English is a practical subject that develops the communication and literacy skills students need for everyday life, further study, training and employment. Students explore a range of real-world texts and learn how language is used to inform, persuade and connect with different audiences. The subject builds confidence in reading, writing, speaking and listening while preparing students for pathways into vocational education, apprenticeships, traineeships, employment and further study.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Language that works</p> <ul style="list-style-type: none">• Responding to a variety of texts used in and developed for a work context• Creating multimodal and written texts	<p>Texts and human experiences</p> <ul style="list-style-type: none">• Responding to reflective and nonfiction texts that explore human experiences• Creating spoken and written texts	<p>Language that influences</p> <ul style="list-style-type: none">• Creating and shaping perspectives on community, local and global issues in texts• Responding to texts that seek to influence audiences	<p>Representations and popular culture texts</p> <ul style="list-style-type: none">• Responding to popular culture texts• Creating representations of Australian identifies, places, events and concepts

Assessment

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

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

Summative assessments

Unit 3	Unit 4
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none">- Extended response — spoken/signed response	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none">- Extended response — Multimodal response
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none">- Common internal assessment (CIA) — short response examination	<p>Summative internal assessment (IA4):</p> <ul style="list-style-type: none">- Extended response — Written response

Prerequisites

Students who did not attain a C in Year 10 English should study Essential English.

Special Subject Advice

Students in this subject require a laptop and need to bring it to school every day.

Future Pathways

Apprenticeships and traineeships

TAFE and vocational qualifications

Employment in a wide range of industries

Some tertiary pathways through alternative entry programs

Essential Mathematics

Rationale

Essential Mathematics is a practical and engaging subject designed to help students develop the mathematical skills they will use in everyday life, further study, and the workplace. The course focuses on four key areas of mathematics:

- Number
- Data
- Location and Time
- Measurement and Finance

Through these areas, students build confidence in using mathematics to solve real-world problems. Lessons connect mathematical ideas to everyday situations such as budgeting, travel, interpreting data, planning schedules, and making informed financial decisions.

Structure

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

Assessment

In Unit 1 and Unit 2, students complete two assessments comprising of one problem solving and modelling task and one formative exam for each unit. In Units 3 and 4, there are three internal assessments created by the school, using the assessment specifications and conditions provided in the syllabus.

Unit 3	Unit 4
Summative internal assessment 1 (IA1): – Problem-solving and modelling task	Summative internal assessment 3 (IA3): – Problem-solving and modelling task
Summative internal assessment 2 (IA2): – Common internal assessment (CIA)	Summative internal assessment (IA4): – Examination

Prerequisites

Students who studied Short Course Numeracy or Year 10 Preparatory General mathematics having achieved a C in both Mathematics and English should study Essential Mathematics.

Special Subject Advice

Year 10 – 12: Students require a computer and a scientific calculator (advised: Casio fx – 82AU PLUSII).

Possible Careers

Essential Mathematics is designed for students who are planning pathways into employment, vocational education and training (VET), apprenticeships, traineeships, or further study after Year 12. The subject develops practical mathematical skills that are valued across a wide range of industries and everyday life.

The real-world focus of Essential Mathematics prepares students for careers and further training in areas such as:

- Trades and apprenticeships
- Construction and manufacturing
- Business and retail
- Hospitality and tourism
- Health and community services
- Defence and emergency services
- Agriculture and environmental industries
- Transport and logistics

Industrial Graphics Skills

Rationale

Industrial Graphics Skills includes the study of industry practices and drawing production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage drawing production processes and the associated manufacture or construction of products from raw materials. Drawing production processes include the drawing skills and procedures required to produce industry-specific technical drawings and graphical representations. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations of drawing standards.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Graphics for the engineering industry	Computer-aided manufacturing	Drafting for residential building	Graphics for the furnishing industry

Special Subject Advice

Students enrolled in this subject require a laptop that meets the minimum specifications for Autodesk products.

Industrial Graphics Skills compliments the trade-based subjects of Building and Construction Skills, Engineering Skills and Furnishing Skills as units are focussed around drawings for these areas. Students studying the subject Design can also benefit from Industrial Graphics Skills as they will develop CAD skills that will be of use in the design subject.

Assessment

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

Career Links

A course of study in Industrial Graphics Skills can establish a basis for further education and employment. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter. The course also offers a good base for students that may wish to pursue vocational technical drawing courses.

Media Arts in Practice

Rationale

Media Arts is a creative and practical subject that explores how stories, ideas and messages are created and shared through film, television, photography, digital media, gaming and online platforms. Students learn how media influences the way people think, communicate and understand the world around them.

Through hands-on projects, students develop skills in planning, creating and analysing media products while using industry-standard technologies and production processes. They learn how to be ethical, responsible and creative users of digital media.

Throughout the course, students will:

- create and produce a range of media projects
- explore how media shapes attitudes, beliefs and society
- build creativity, communication and digital technology skills

Media Arts develops valuable skills in problem-solving, collaboration, critical thinking and digital literacy, preparing students for further study, employment and participation in an increasingly digital world.

Areas of Study

Units A – Personal Viewpoints	Units B - Representations	Unit C – Community	Unit D - Persuasion
Students explore how media influences and reflects social values, attitudes, beliefs and cultural perspectives.	Students explore how media artworks represent people, places and ideas, and how media can shape or challenge our understanding of reality through platforms such as social media and gaming.	Students explore how media can celebrate, advocate for and inform communities while creating media products designed to connect with and engage audiences.	Students explore how media is used to influence audiences by examining marketing techniques and trends, then create and pitch their own media products for a specific client or target audience.

Assessment

For Media Arts in Practice, assessment from Year 12 is used to determine the student's exit result and will include:

Project	Media Artworks
Students make and evaluate a design product and plan a media artwork that reflects a purpose and context relevant to the unit.	Students implement the design product from the project to make a media artwork relevant to the unit.

Prerequisites

Nil

Special Subject Advice

Students enrolled in this subject will require the capacity to learn and use ICT'S specific to the various media artworks they make including but not limited to photography, filming and editing suites.

Music in Practice

Rationale

Music in Practice is a creative and practical subject that uses sound and silence as a powerful form of personal expression. Music plays an important role in everyday life, influencing personal, social, cultural and entertainment experiences. Students develop creativity, problem-solving skills and confidence while exploring music in real-world and community contexts.

Through composing, performing and responding to music, students build practical, technical and listening skills. They work independently and collaboratively to create music for different purposes and audiences while gaining an understanding of how music is used in the wider community and music industry.

Throughout the course, students will:

- develop skills in performing, composing and responding to music
- explore music in school, community and industry settings
- build creativity, collaboration, problem-solving and critical thinking skills

Music in Practice develops valuable skills in communication, teamwork, adaptability and project-based learning, preparing students for further study, employment and lifelong involvement in music and the arts.

Areas of Study

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

Assessment

For Music in Practice, assessment from Year 12 is used to determine the student's exit result and will include:

Project	Performance	Composition Project
Students plan, compose and evaluate a contemporary song	Students perform music for specified contexts	Students use music technology and production techniques to make a composition for a specified context

Prerequisites

It is not essential for students to have completed junior Music however it is highly recommended. Students will need to be able to perform assessment in at least 1 instrument.

Special Subject Advice

Students enrolled in this subject require a laptop. Students are expected to own their own music manuscript book. If students would like to play an instrument other than guitar, bass, piano or drums, this will also need to be supplied by the student.

Science in Practice

Rationale

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. 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.**

Science in Practice is a four-unit course of study.

Unit option	Unit title
Unit 1	Ecology
Unit 2	Disease
Unit 3	Transport
Unit 4	Forensic science

Assessment

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

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

Prerequisites:

It is recommended that students choosing this subject should have achieved a C in Year 10 Science.

Special Subject Advice:

Students enrolled in this subject require a laptop.

Possible Careers

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 any fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Social and Community Studies

Rationale

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.

Areas of Study

Units 1 and 2 – Formative	Units 3 and 4 – Summative
<ul style="list-style-type: none">Relationships and Work EnvironmentsHealthy Choices for Mind and Body	<ul style="list-style-type: none">Arts and IdentityLifestyle and Financial Choices

Assessment

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

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

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.

Prerequisites

Students will benefit from an interest in the Humanities (history, geography, civics + citizenship, economics + business), political and social justice topics, as well as current events on a local and workplace, national, and global scale.

Special Subject Advice

Students enrolled in this subject require a laptop.

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.

Sport and Recreation

Rationale

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.

Structure

Sport & Recreation is a four-unit course of study.

Unit option	Unit title
Unit option F	Emerging Trends in sport fitness and recreation
Unit option D	Coaching and officiating
Unit option G	Event management
Unit option H	Fitness for sport and recreation

Assessment

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

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

Special Subject Advice

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.

Visual Arts in Practice

Rationale

Visual Arts in Practice is a creative and practical subject that encourages students to explore ideas, stories, events and real-world issues through artmaking. Students use a range of materials, techniques and technologies to create artworks that communicate meaning, express ideas and engage audiences.

Through hands-on projects, students experiment with different art forms including drawing, painting, sculpture, digital art and mixed media. They develop creative and critical thinking skills while learning how artists use visual language to communicate ideas and respond to the world around them.

Throughout the course, students will:

- create artworks using a range of materials, techniques and technologies
- explore real-world ideas, issues and artistic influences
- build creativity, problem-solving and visual communication skills

Visual Arts in Practice develops valuable skills in creativity, innovation, decision-making and project-based learning, preparing students for further study, employment and lifelong engagement with the visual arts.

Areas of Study

Students will complete the following units across the two-year course of study.

Units A – Looking Inwards (Self)	Units B – Looking Outwards (Others)	Unit C – Clients	Unit D – Transform and Extend
Students explore ideas about identity, culture and personal experiences through the creation of engaging artworks.	Students explore local, national and global issues and investigate how artists use their work to raise awareness, share perspectives and inspire change.	Students work with a client to plan and create artworks that meet a specific purpose, audience and design brief.	Students investigate and analyse the work of an artist or artisan to understand their style, techniques and creative processes.

Assessment

For Visual Arts in Practice, assessment from Year 12 is used to determine the student's exit result including:

Project	Resolved Artwork
Students make and evaluate an experimental folio that explores artworks. Students plan a resolved artwork.	Students make a resolved artwork that communicates a specified topic or within a context.

Year 12 only

By invitation

if undertaking a **Future U** or **Flexi Futures**
Pathway

English Literature Extension (Year 12 – Selective Entry)

Rationale

English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses. To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature. The English & Literature Extension course offers more challenge than other English courses and builds on the literature study students have already undertaken.

English & Literature Extension provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences. The subject assists students to ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

In English & Literature Extension, students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

Areas of Study:

Unit 3	Unit 4
Ways of reading <ul style="list-style-type: none">• Readings and defences• Defence of a complex transformation	Exploration and evaluation <ul style="list-style-type: none">• Extended academic research paper• Theorised exploration of texts

Assessment:

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Reading and defence	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Academic research paper	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Defence of a complex transformation	20%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — extended response	25%

Prerequisites

Students wishing to study this subject must be enrolled in General English or Literature. This subject is offered by invitation of the English Head of Department.

Special Subject Advice

Students enrolled in this subject require a laptop.

Future pathways:

University: General English provides an important pathway to university study and is a prerequisite or recommended subject for many degrees including Teaching, Law, Business, Psychology, Journalism

TAFE & Vocational Education: Early Childhood, Community Services, Tourism

Employment: any industry requiring strong communication and critical thinking skills

Music Extension (Year 12 – Selective Entry)

Rationale

The Music Extension syllabus should be read in conjunction with the Music syllabus. In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

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

In the **Musicology specialisation** (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

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

Areas of Study

Unit 3 - Summative	Unit 4 - Summative
Explore <ul style="list-style-type: none"> - Key idea 1: Initiate best practice - Key idea 2: Consolidate best practice 	Emerge <ul style="list-style-type: none"> - Key idea 3: Independent best practice

Assessment

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

Note: The Summative external assessment (EA): Examination — extended response is the same assessment for all three specialisations.

Summative assessments

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

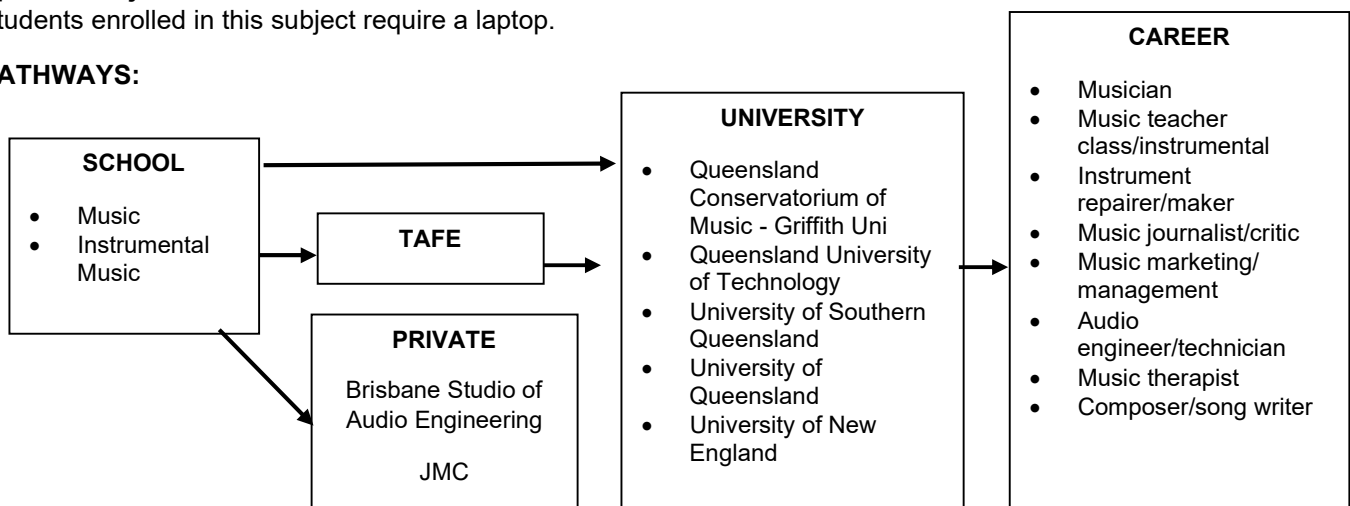
Prerequisites

Students wishing to study this subject must be enrolled in Year 11 General Music. This subject is offered by invitation of the Performing Arts Head of Department.

Special Subject Advice

Students enrolled in this subject require a laptop.

PATHWAYS:



Vocational Education and Training Qualifications

(Subject to LLN testing)

VET Data Use Statement

Under the Data Provision Requirements 2012 and National VET Data Policy (which includes the National VET Provider Collection Data Requirements Policy at Part B), Registered Training Organisations are required to collect and submit data compliant with AVETMISS for the National VET Provider Collection for all Nationally Recognised Training. This data is held by the National Centre for Vocational Education Research Ltd (NCVER), and may be used and disclosed for purposes that include:

- populating authenticated VET transcripts
- administering VET, including program administration, regulation, monitoring and evaluation
- facilitating statistics and research relating to education, including surveys and data linkage
- understanding how the VET market operates, for policy, workforce planning and consumer information.

NCVER is authorised by the National Vocational Education and Training Regulator Act 2011 (NVETR Act) to disclose to the following bodies, personal information collected in accordance with the Data Provision Requirements or any equivalent requirements in a non-referring State (Victoria or Western Australia), for the purposes of that body:

- a VET regulator (the Australian Skills, Quality Authority, the Victorian Registration and Qualifications Authority or the Training Accreditation Council Western Australia)
- the Australian Government Department of Education, Skills and Employment
- another Commonwealth authority
- a state or territory authority (other than a registered training organisation) that deals with or has responsibility for matters relating to VET.

NCVER may also disclose personal information to persons engaged by NCVER to conduct research on NCVER's behalf.

Factsheet - Partnership with Schools Program



CPC10120 Certificate I in Construction

TAFE Queensland (RTO Code 0275) and Kingston State College (RTO Code 30386) have entered into a Third-Party Agreement to partner delivery of this course to students. Under this partnership, TAFE Queensland is the Registered Training Organisation (RTO) and Kingston State College will conduct all training and assessment on behalf of TAFE Queensland. TAFE Queensland is responsible for monitoring the quality of the training and assessment services and will issue the TAFE Queensland certificate to students on completion.

COURSE DETAILS				
Subject type:	VET Qualification	Duration:	4 Terms	QCE credits: 3
Qualification description	<p>CPC10120 Certificate I in Construction is a nationally recognised qualification designed to give students an introduction to the construction industry. Students will gain skills and knowledge in the areas of construction materials, tools and equipment, reading and interpreting plans, carrying out measurements and calculations, undertaking a relevant basic construction project. A General Safety Induction (White Card) is also delivered in this course, which is a construction site requirement in Queensland.</p> <p>Career pathways and opportunities in the building and construction industry include:</p> <ul style="list-style-type: none"> • Bricklayer • Carpenter, joiner • Floor coverer • Painter • Roof tiler • Plasterer • Shopfitter • Stonemason • Wall and floor tiler 			
Entry requirements and pre-requisites	Entry-level course. There are no entry requirements for this qualification. Pre-requisite units are required. Refer to the table below for pre-requisite units which students must pass before they can enrol in the related unit.			
Qualification rules	A total of 11 units must be completed: <ul style="list-style-type: none"> • 8 core units of competency • 3 elective units of competency 			
CORE AND ELECTIVE UNITS				PRE-REQUISITE UNITS
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	Core	CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry.
	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	Core	
	CPCCCM2004	Handle construction materials	Core	
Term 2	CPCCCM2005	Use construction tools and equipment	Core	
	CPCCOM1015	Carry out measurements and calculations	Elective	
	CPCCOM1014	Conduct workplace communication	Elective	
Term 3	CPCCOM1012	Work effectively and sustainably in the construction industry	Core	
	CPCCOM1013	Plan and organise work	Core	
	CPCCCM1011	Undertake basic estimation and costing	Core	
Term 4	CPCCOM2001	Read and interpret plans and specifications	Elective	
	CPCCVE1011	Undertake a basic construction project	Core	

Factsheet - Partnership with Schools Program



Proposed changes	Not applicable
Learning experiences	<ul style="list-style-type: none"> • Classroom and workshop • Mode of delivery – a blend of theory and practical activities using classroom resources in conjunction with online TAFE Queensland Connect learning management system where it is available. • Students must use personal protective equipment (PPE) for practical activities. The school will advise students of any compulsory PPE that will need to be provided by the student.
Assessment	<p>Assessment is competency based because it is directly related to work. Students must demonstrate knowledge and skills to the standard of performance required in the workplace. Therefore, no levels of achievement are awarded. Assessment methods include:</p> <ul style="list-style-type: none"> • Observation and oral questioning; and • Work samples / projects; and • Written assessment; and/or • Online assessment via the TAFE Queensland Connect learning management system.
Further study options	<ul style="list-style-type: none"> • Certificate III (apprenticeship) in a specialist construction or furnishing area of the student's choice • Certificate IV and Diploma of Building and Construction • Students may receive credit for relevant competencies towards a related apprenticeship
Fees	<p>This course is funded by the Queensland Government through the VET investment budget under the Vocational Education and Training in Schools (VETiS) program. Training is provided fee-free to eligible school students enrolled in Years 10, 11 or 12. Eligible students are entitled to one VETiS funded program on the Priority Skills List. Ask your school to confirm eligibility for VETiS funding.</p>
Student support	<p>Contact the school's Head of Senior Schooling or VET Coordinator for information about support services provided during the course, including: language, literacy and numeracy, assistive technology, additional tutorials and assistance in using technology for online delivery components. Students will be provided with access to further information via TAFE Queensland's website, TAFE Queensland's Connect (Online) site or via the school prior to enrolment.</p>
Third Party Agreement	<p>This is a one-year course. The school will ensure that the students under this qualification will be provided with the opportunity to complete the course in line with TAFE Queensland policies and procedures. Students who successfully finish the course will be issued with a nationally recognised Qualification by TAFE Queensland as the RTO. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment on request.</p> <p>This information is correct at time of publication 09 March 2023 but is subject to change.</p>

Factsheet - Partnership with Schools Program



MSF20522 Certificate II in Furniture Making Pathways

TAFE Queensland (RTO Code 0275) and Kingston State College (RTO Code 30386) have entered into a Third-Party Agreement to partner delivery of this course to students. Under this partnership, TAFE Queensland is the Registered Training Organisation (RTO) and Kingston State College will conduct all training and assessment on behalf of TAFE Queensland. TAFE Queensland is responsible for monitoring the quality of the training and assessment services and will issue the TAFE Queensland certificate to students on completion.

COURSE DETAILS

Subject type:	VET Qualification	Duration:	4 Terms	QCE credits:	4
Qualification description	<p>MSF20522 Certificate II in Furniture Making Pathways is a nationally recognised qualification designed to give students an introduction to the furnishing industry. Students will gain skills and knowledge in the area of cabinet making, wood machining, furniture finishing and upholstery (if this elective competency is offered).</p> <p>Career outcomes include:</p> <ul style="list-style-type: none"> • Furniture making trade assistant / worker • Cabinet maker • Furniture finisher • Wood machinist • Upholster • Furniture designer • Fine furniture maker 				
Entry requirements and pre-requisites	Entry-level course. There are no entry requirements for this qualification. Pre-requisite units are not required.				
Qualification rules	<p>A total of 12 units must be completed:</p> <ul style="list-style-type: none"> • 5 core units of competency • 7 elective units of competency 				

CORE AND ELECTIVE UNITS

Term 1	MSMPCI103	Demonstrate care and apply safe practices at work	Core
	MSFFP2011	Use timber furnishing construction techniques	Elective
	MSFFP2020	Undertake a basic furniture making project	Core
Term 2	MSFFM2013	Use furniture making sector hand and power tools	Elective
	MSFGN2001	Make measurements and calculations	Core
	MSFFM2019	Assemble furnishing products	Elective
Term 3	MSFGN2004	Produce simple scale drawings by hand	Elective
	MSMSUP106	Work in a team	Elective
	MSFFP2012	Join furnishing materials	Elective
	MSFFP2014	Use basic finishing techniques on timber surfaces	Elective
Term 4	MSMENV272	Participate in environmentally sustainable work practices	Core
	MSFFP2017	Develop a career plan for the furnishing industry	Core
Proposed unit changes	Nil		

Factsheet - Partnership with Schools Program



Learning experiences	<ul style="list-style-type: none"> • Classroom and workshop • Mode of delivery – a blend of theory and practical activities using classroom resources in conjunction with online TAFE Queensland Connect learning management system where it is available. • Students must use personal protective equipment (PPE) for practical activities. The school will advise students of any compulsory PPE that will need to be provided by the student.
Assessment	<p>Assessment is competency based because it is directly related to work. Students must demonstrate knowledge and skills to the standard of performance required in the workplace. Therefore, no levels of achievement are awarded. Assessment methods include:</p> <ul style="list-style-type: none"> • Observation and oral questioning; and • Work samples / projects; and • Written assessment; and/or • Online assessment via the TAFE Queensland Connect learning management system.
Further study options	<ul style="list-style-type: none"> • Certificate III (apprenticeship) in furnishing area • Certificate IV in Furniture Design and Technology <p>Students may receive credit for equivalent competencies when completing further studies, such as in a related apprenticeship course.</p>
Fees	<p>This course is funded by the Queensland Government through the VET investment budget under the Vocational Education and Training in Schools (VETiS) program. Training is provided fee-free to eligible school students enrolled in Years 10, 11 or 12. Eligible students are entitled to one VETiS funded program on the Priority Skills List. Ask your school to confirm eligibility for VETiS funding.</p>
Student support	<p>Contact the school's Head of Senior Schooling or VET Coordinator for information about support services provided during the course, including language, literacy and numeracy, assistive technology, additional tutorials and assistance in using technology for online delivery components. Students will be provided with access to further information via TAFE Queensland's website, TAFE Queensland's Connect (Online) site or via the school prior to enrolment.</p>
Third Party Agreement	<p>This is a one-year course. The school will ensure that the students under this qualification will be provided with the opportunity to complete the course in line with TAFE Queensland policies and procedures. Students who successfully finish the course will be issued with a nationally recognised Qualification by TAFE Queensland as the RTO. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment on request.</p> <p>This information is correct at time of publication 24/07/2023 but is subject to change.</p>

Factsheet - Partnership with Schools Program



MEM20422 Certificate II in Engineering Pathways

Kingston State College (RTO Code 30386) provides training and assessment of this accredited qualification on behalf of TAFE Queensland (RTO Code 0275) under a Third-Party Training Agreement. Under this arrangement, TAFE Queensland is responsible for monitoring the quality of the training and assessment services and will award the qualification/statement of attainment.

COURSE DETAILS

Subject type:	VET Qualification	Duration:	4 Semesters	QCE credits:	4
Qualification description	<p>MEM20422 Certificate II in Engineering Pathways is a nationally recognised qualification designed to give students an introduction to an engineering or related working environment. This course will provide students with basic skills to operate tools and equipment to produce or modify objects.</p> <p>Career pathways in the manufacturing and engineering industry include:</p> <ul style="list-style-type: none"> • Fitter and turner • Locksmith • Patternmaker/Moulder • Metal fabrication worker • Machinist • Welder 				
Entry requirements and pre-requisites	Entry-level course. There are no entry requirements for this qualification. Pre-requisite units are required and are delivered as part of this qualification. Refer to the table below for pre-requisite units which students must pass before they can enrol in the related unit.				
Qualification rules	<p>A total of 12 units must be completed:</p> <ul style="list-style-type: none"> • 4 core units of competency • 8 elective units of competency 				

CORE AND ELECTIVE UNITS

Pre-requisites

	CORE AND ELECTIVE UNITS			Pre-requisites
Year 1 Semester 1	MEM13015	Work safely and effectively in manufacturing and engineering	Core	Not applicable
	MEM16006	Organise and communicate information	Elective	MEM13015 Work safely and effectively in manufacturing and engineering
	MSMENV272	Participate in environmentally sustainable work practices	Core	None
	MEM11011	Undertake manual handling	Elective	MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
	MEM18001	Use hand tools	Elective	MEM11011 Undertake manual handling MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
	MEM18002	Use power tools/handheld operations	Elective	
Year 1 Semester 2	MEMPE002	Use electric welding machines	Elective	Not applicable
	MEM16008	Interact with computing technology	Elective	MEM13015 Work safely and effectively in manufacturing and engineering. MEM16006 Organise and communicate information
	MEMPE004	Use fabrication equipment	Elective	Not applicable
Year 2 Semester 1	MEMPE001	Use engineering workshop machines	Elective	Not applicable
	MEMPE006	Undertake a basic engineering project	Core	Not applicable
Year 2 Semester 2	MEMPE005	Develop a career plan for the engineering and manufacturing industry	Core	Not applicable

Proposed unit changes	<ul style="list-style-type: none"> • Not applicable.
Learning experiences	<ul style="list-style-type: none"> • Classroom and workshop • Mode of delivery – a blend of theory and practical activities using classroom resources in conjunction with online TAFE Queensland Connect learning management system where it is available. • Students must use personal protective equipment (PPE) for practical activities. The school will advise students of any compulsory PPE that will need to be provided by the student.
Assessment	<p>Assessment is competency based because it is directly related to work. Students must demonstrate knowledge and skills to the standard of performance required in the workplace. Therefore, no levels of achievement are awarded. Assessment methods include:</p> <ul style="list-style-type: none"> • Observation and oral questioning; and • Work samples / projects; and • Written assessment; and/or • Online assessment via the TAFE Queensland Connect learning management system.
Further study options	<ul style="list-style-type: none"> • Certificate III (apprenticeship) in a specialist manufacturing or engineering area of the student's choice • Certificate IV and Diploma level engineering study • Students will receive credit for equivalent competencies when completing further studies, such as in a related apprenticeship course.
Fees	<p>This course is funded by the Queensland Government through the VET investment budget under the Vocational Education and Training in Schools (VETiS) program. Training is provided fee-free to eligible school students enrolled in Years 10, 11 or 12. Eligible students are entitled to one VETiS funded program on the Priority Skills List. Ask your school to confirm eligibility for VETiS funding.</p>
Student Support	<p>The school's student assistance program will ensure students receive appropriate levels of support during the course. Contact the school's Head of Senior Schooling or VET Coordinator for information about support services including language, literacy and numeracy, assistive technology, additional tutorials and assistance in using technology for online delivery components. Students will be provided with access to further information via TAFE Queensland's website, TAFE Queensland's Connect (Online) site or via the school prior to enrolment.</p>
Third Party Agreement	<p>This is a two-year course. The school will ensure that the students under this qualification will be provided with the opportunity to complete the course in line with TAFE Queensland policies and procedures. Students who successfully finish the course will be issued with a nationally recognised Qualification by TAFE Queensland as the RTO. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment on request. Partial completion of a Certificate II qualification contributes QCE points on a sliding scale, dependent upon the number of units completed.</p>

2027 EDITION

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

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

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

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

Students facilitate programs within their school community including:

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

WHAT DO STUDENTS ACHIEVE?

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

CAREER PATHWAYS



SKILLS ACQUIRED

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

FLEXIBLE PROGRAMS

PRACTICAL-BASED LEARNING

RESOURCES PROVIDED



**Binnacle
Training**
RTO CODE 31319



**Skills
Assure**

Provided to be a Queensland Government
subsidised training provider



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



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

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

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

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

Suitable Year Level(s):
Year 11 and 12

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

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

QCE Outcome:
Maximum 8 QCE Credits

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

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

TERM 1	TOPICS	<ul style="list-style-type: none"> Introduction to the Sport, Fitness and Recreation (SFR) Industry
	PROGRAMS	<ul style="list-style-type: none"> Assist with SFR Programs (Supervisor Delivery)
TERM 2	TOPICS	<ul style="list-style-type: none"> Introduction to Community Programs Introduction to Conditioning Programs
	PROGRAMS	<ul style="list-style-type: none"> Community SFR Program (Student Delivery) Participate in Conditioning Sessions (Supervisor Delivery)
TERM 3	TOPICS	<ul style="list-style-type: none"> Working in the SFR Industry - WHS and Provide Quality Service Introduction to Anatomy and Physiology - The Cardiovascular System
	PROGRAMS	<ul style="list-style-type: none"> Plan and Deliver Group Conditioning Sessions Plan and Deliver a One-on-one Cardio Program
TERM 4	TOPICS	<ul style="list-style-type: none"> Introduction to Anatomy and Physiology - The Musculoskeletal System First Aid Course: HLTAID011 Provide First Aid
	PROGRAMS	<ul style="list-style-type: none"> Recreational Group Exercise Program
QUALIFICATION SCHEDULED FOR FINALISATION		
SIS20122 CERTIFICATE II IN SPORT AND RECREATION		
TERM 5	TOPICS	<ul style="list-style-type: none"> Anatomy and Physiology - Body Systems and Exercise Health and Nutrition Consultations
	PROGRAMS	<ul style="list-style-type: none"> One-on-One Gym Program (Adolescent Client) Plan and Conduct Sessions (Scenario Clients)
TERM 6	TOPICS	<ul style="list-style-type: none"> Screening and Health Assessments Specific Population Clients (including Older Adults)
	PROGRAMS	<ul style="list-style-type: none"> Fitness Orientation Program: Client Orientation Group Training Program: Plan and Instruct a Group Session
TERM 7	TOPICS	<ul style="list-style-type: none"> N/A (Practical Term)
	PROGRAMS	<ul style="list-style-type: none"> Group Exercise and Gym-based One-on-One and Group Sessions: <ul style="list-style-type: none"> Female and Male Adults aged 18+; and Older adults aged 55+

UNITS OF COMPETENCY			
HLTWH001	Participate in workplace health and safety	BSPPEF301	Organise personal work priorities
SISXND011	Maintain sport, fitness and recreation industry knowledge	BSBOPS304	Deliver and monitor a service to customers
BSBSUS211	Participate in sustainable work practices	SISFFIT035	Plan group exercise sessions
BSPPEF202	Plan and apply time management*	SISFFIT036	Instruct group exercise sessions
SISSPAR009	Participate in conditioning for sport*	SISFFIT032	Complete pre-exercise screening and service orientation
SISXCCS004	Provide quality service	SISFFIT033	Complete client fitness assessments
SISXEMR003	Respond to emergency situations	SISFFIT032	Provide healthy eating information
HLTAID011	Provide First Aid	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISORLD001	Assist in conducting recreation sessions*	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISXFAC006	Maintain activity equipment*		* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as additional bonus units on the Statement of Attainment.

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

FSK20119 Certificate II in Skills for Work and Vocational Pathways

Qualification description

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. It is suitable for individuals who require:

- a pathway to employment or vocational training
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.

Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one-year course delivered in Years 10, 11 and 12 on site at Kingston State College and Kingston Learning College.

Course units

To attain Certificate II in Skills for Work and Vocational Pathways, 14 units of competency must be achieved:

Unit code	Title
FSKLRG011	Use routine strategies for work-related learning
SIRXHWB001	Maintain personal health and wellbeing
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 routine maps and plans for work
FSKOCM007	Interact effectively with others at work
FSKRDG008	Read and respond to information in 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
SIRXWHS002	Contribute to workplace health and safety
ICPSUP2810	Use computer systems in the printing and graphic arts sectors
*FSKLRG006	Participate in work placement
*FSKLRG009	Use strategies to respond to routine workplace problems

Units of competency may be substituted if required.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- guided learning
- online learning

Fees

There are no additional costs involved in this course.

Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks
- practical workplace scenarios

Work placement

Students that choose elective FSKLRG006 will be required to complete work placement.

*Students will complete one elective as part of their course structure: either FSKLRG009 – Use strategies to respond to routine workplace problems or FSKLRG006 – Participate in work placement.

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 14 units of competency will be awarded a Qualification and a record of results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Pathways

There are no formalised articulation and/or credit transfer arrangements.

See other qualifications at training.gov.au.

SHB30121 Certificate III in Beauty Services

Training product description

This qualification reflects the role of individuals employed as beauticians to provide a range of beauty services including nail, waxing, lash and brow, and basic make-up services.

These individuals possess a range of well-developed technical and customer service skills where discretion and judgement are required and are responsible for their own outputs. This includes client consultation on beauty products and services.

Work is typically conducted in beauty, waxing, brow and nail salons.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a two-year course delivered in Years 11 and 12 delivered at Kingston State College.

Course units

To attain a SHB30121 Certificate III in Beauty Services, 18 units of competency must be achieved:

Unit code	Title
SHBBCCS005	Advise on beauty products and services
SHBBBOS007	Apply cosmetic tanning products
SHBBFAS004	Provide lash and brow services
SHBBHRS010	Provide waxing services
SHBBMUP009	Design and apply make-up
SHBBMUP010	Design and apply make-up for photography
SHBBNLS007	Provide manicure and pedicure services
SHBBBNLS001	Use electric file equipment for nail services
SHBBRES003	Research and apply beauty industry information
SHBXSSS007	Conduct salon financial transactions
SHBXCCD008	Provide salon service to clients
SHBXIND003	Comply with organisational requirements within a personal service environment
SHBXWHS003	Apply safe hygiene, health and work practices
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms
SIRXSLS001	Sell to the retail customer
SHBBINF002	Maintain infection control standards
SHBXCCS009	Greet and prepare clients for salon services
SHBBSKS006	Pierce ear lobes

Third-party arrangement

There is no Third-party arrangement.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this training product. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

Fees

Fees: \$150 per annum

Assessment

Assessment is competency based and completed in a simulated work environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a Beauty Salon work environment as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning.

Work placement

No workplace is required for this qualification.

RTO obligation

The RTO will provide the student with every opportunity to complete the training product. The RTO does not guarantee employment upon completion of this training product.

AQF documentation

Students who are deemed competent in all 18 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Pathways

Pathway into Beauty Therapy, Cinema graphic make-up, Salon Management, Hairdresser and Nail Technology.

Freelance Make-up Artist

- Freelance Wedding/
- Freelance Formal Make-up Artist
- Beauty Therapist
- Eyebrow/Eyelash Technician
- Retail/Pharmacy- Make-up Artist
- Hairdresser

SIT20322 Certificate II in Hospitality

Training product description

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

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

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a two-year course delivered in Years 11 and 12 delivered at Kingston State College.

Course units

To attain a SIT20322 Certificate II in Hospitality, 12 units of competency must be achieved:

Unit code	Title
SITHIND007	Use hospitality skills effectively
BSBTWK201	Work effectively with others
SITHIND006	Source and use information on the hospitality industry
SITXCOM007	Show social and cultural sensitivity
SITXCCS011	Interact with customers
SITXWHS005	Participate in safe work practices
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB027	Serve food and beverage
SITHGAM022	Provide responsible gambling services
SITXFSA005	Use hygienic practices for food safety
SITXFSA006	Participate in safe food handling practices
SITHFAB021	Provide responsible service of alcohol

Third-party arrangement

Units SITHGAM022 Provide responsible gambling services and SITHFAB021 Provide responsible service of alcohol will be delivered and assessed by RAM Training Services RTO 31701 1300 328 500. RAM Training Services will issue a Statement of Attainment upon successful completion of this unit. This will be recorded as a credit transfer on the student's record for this training product.

RTO obligation

The RTO will provide the student with every opportunity to complete the training product. The RTO does not guarantee employment upon completion of this training product.

AQF documentation

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this training product. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

Fees

Fees: \$125 per annum

Assessment

Assessment is competency based and completed in a simulated work environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a hospitalitywork environment as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks
- practical workplace scenarios

Work placement

- SITHIND007 Use hospitality skills effectively, provide hospitality service to customers for a minimum of 12 complete service periods.
- Students will undertake work experience at the Kingston State College Kookaburra Cafe

Students who are employed in the hospitality industry may use their employment towards required hours

Pathways

Pathways into Commercial Cookery, Hospitality Management, Events, Tourism, Café Operations, and Food & Beverage Service.

- Chef
- Café or Restaurant Supervisor
- Barista
- Front of House Attendant
- Catering Assistant
- Event or Function Assistant
- Hotel or Resort Staff
- Fast Food or Restaurant Team Member

FNS20120 Certificate II in Financial Services

Training product description

This qualification is intended to address the need for increased financial literacy and basic financial skills of entrants wishing to build potential pathways into the industry.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is 1–2-year course delivered at Kingston State College

Course units

To attain a FNS20120 Certificate II in Financial Services, 8 units of competency must be achieved:

Unit code	Title
BSBCRT311	Apply critical thinking skills in a team environment
BSBTEC201	Use business software applications
BSBWHS211	Contribute to health and safety of self and others
FNSINC311	Work together in the financial services industry
FNSFLT211	Develop and use a personal budget
FNSFLT212	Develop and use a savings plan
FNSFLT213	Develop knowledge of debt and consumer credit
FNSFLT216	Develop knowledge of taxation

Third-party arrangement

There is no Third-party arrangements.

RTO obligation

The RTO will provide the student with every opportunity to complete the training product. The RTO does not guarantee employment upon completion of this training product.

AQF documentation

Students who are deemed competent in all 8 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this training product. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

Fees

Fees: Nil

Assessment

Assessment is competency based and completed in a simulated work environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business environment as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks
- practical workplace scenarios

Work placement

- There is no workplace placements required.

Pathways

- Customer Service Officer
- Bank or Credit Union Support Officer
- Financial Services Administration Assistant
- Accounts Clerk Assistant
- Payroll Assistant
- Insurance Administration Assistant
- Receptionist
- Retail Banking Assistant
- Data Entry Officer
- Business Administration Trainee

BSB30120

Certificate III in Business

Qualification Description	This qualification prepares students for the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team. Refer to: https://training.gov.au/Training/Details/BSB30120/qualdetails	
Entry Requirements	There are no entry requirements for this qualification.	
Duration and Location	This course is completed over 2 terms on site at each of our 3 campuses. Delivery at external school sites is arranged in negotiation with partnering schools. *An accelerated option may be available depending on the class timetable, scheduling of intensive training days.	
Fees	This course does not access VETiS funding. Enrolment fees apply to be enrolled onsite at South East Region's Learning Centres (SERLC). This course is included in the SERLC Senior Program enrolment fee. When completed as a standalone one-off course onsite at SERLC, a \$300 fee applies for completion of this course. When delivered at external school sites as part of a the QCE Partnership Program an RTO Service Agreement Fee per student is payable by the school (\$45 per student up to term 1 day 20, \$60 per student for enrolments post day 20). For further information on course fees (e.g. student levies, resources fees) contact your campus / school.	
Course Units	To attain a BSB30120 Certificate III in Business , 13 units of competency must be achieved (see below)	
Course Structure and Units		
Unit Code	Unit Name	Core / Elective
BSBCRT311	Apply critical thinking skills in a team environment	Core Unit
BSBPEF201	Support personal wellbeing in the workplace	Core Unit
BSBSUS211	Participate in sustainable work practices	Core Unit
BSBTWK301	Use inclusive work practices	Core Unit
BSBWHS311	Assist with maintaining workplace safety	Core Unit
BSBXCM301	Engage in workplace communication	Core Unit
BSBTEC301	Design and produce business documents	Listed Elective
BSBTEC302	Design and produce spreadsheets	Listed Elective
BSBTEC303	Create electronic presentations	Listed Elective
BSBWRT311	Write simple documents	Listed Elective
BSBPEF301	Organise personal work priorities	Listed Elective
BSBXTW301	Work in a team	Listed Elective
BSBOPS305	Process customer complaints	Listed Elective
Delivery Modes	A range of delivery modes will be used during the teaching and learning of this qualification. These include: <ul style="list-style-type: none"> • Face-to-face instruction • Guided learning • Simulated work-based learning • Online training. 	
Assessment	Assessment is competency based and completed in a simulated business environment that replicates as close as possible what occurs in a business workplace / environment. This course involves the completion of 5 projects . You will need to complete and submit all project requirements to a satisfactory standard to achieve overall competency in this course . <ul style="list-style-type: none"> • Project 1: Team Work • Project 2: Dealing with Customers • Project 3: Our Business • Project 4: Sammy's Goes Green • Project 5: Addressing Problems at Work Assessment techniques include observation, folios of work, questioning, projects, written and practical tasks. NOTE: It is expected that a minimum of 3 projects in the first term are to be completed to a satisfactory standard.	
Employability Skills Developed and Demonstrated	During this completion of the projects within this course, students will; <ul style="list-style-type: none"> • Develop and demonstrate a range of practical and theoretical knowledge and skills for work and/or further study in Business. • Develop and demonstrate a range of factual, technical, procedural and theoretical knowledge relevant to a range of areas within the business industry. • Develop and demonstrate a range of cognitive, technical and communication skills to select and apply a specialized range of methods, tools, materials and information to; <ul style="list-style-type: none"> ○ Complete day to day routine and procedural activities within a business work environment. ○ Provide and transmit solutions to predictable and sometimes unpredictable problems. 	
Pathways	This qualification may articulate into: <ul style="list-style-type: none"> • Further Study, e.g. BSB40515 - Certificate IV in Business Administration, BSB40215 - Certificate IV in Business • Employment in the business sector, e.g. general clerk, accounts payable clerks, junior personal assistant, office assistant, receptionist, and accounts clerk. • See other business-related qualifications at https://training.gov.au/ 	
RTO Obligation	The RTO guarantees that the student will be provided with every opportunity to complete the qualification. Students deemed competent in all 13 units of competency will be awarded a Qualification and a record of results . Students deemed competent in one or more units of competency (but not the full qualification) will receive a Statement of Attainment .	

Autonomous Technologies

Rationale

Autonomous Technologies is vocational, providing multiple pathways into further vocational or tertiary studies. It is specifically designed to develop the skills and knowledge required to enter and work within the fields of autonomous environments.

This course provides foundation knowledge in software, hardware and supporting frameworks required for autonomous environments. Amongst other skills, the course is intended to provide students with the following general outcomes:

- Life-long learning skills
- Innovative thinking and problem-solving skills
- Skills in information communication technologies including networking, programming and Internet of Things (IoT)
- Skills in autonomy and robotics including electrical control circuits, fluid power, Programmable Logic Controller (PLC) and schematics and systems documentation
- An introduction to work health and safety concepts, including hazards analysis and risk management.

Units of Work

- Introductory programming techniques & basic system administration
- Determine action network problems
- Build and maintain a secure network
- Technical communication in autonomous environments
- Configure autonomous embedded systems
- Configure and program a basic robotic system
- Perform basic computer system and network maintenance and upgrades
- Conduct a basic autonomous technology project
- Apply introductory programming techniques
- Conduct hazard analysis & work safety
- Design basic logic ladder diagrams for autonomous electric control circuits
- Design basic fluid power logic diagrams for autonomous systems

Prerequisites

Students would be achieving a C in Science and C in Mathematics. Additionally, strong problem-solving skills and an interest in robotics, digital literacy, automation, or engineering would be beneficial.

Pathways

Certificate III or IV in Electrotechnology, Robotics or Mechatronics. Electrical, instrumentation, or mechanical trades. Entry-level roles such as automation technician assistant or robotics support staff. Further VET or university study in engineering, information technology, or industrial automation. Manufacturing, mining, transport and logistics.

Salon Assistant

Rationale

This is a preparatory course which provides a defined and limited range of basic skills and knowledge used in hairdressing salons by individuals who provide assistance with client services. These routine and repetitive tasks are completed under direct supervision and with guidance from teacher/hairdresser who manage the client service.

Units of Work

- Health and Safety
- Shampooing and basin services
- Head, neck and shoulder massage
- Blow drying
- Financial transactions
- Greeting and preparing clients for service
- Communication in a salon team
- Apply hair colour and remove hair colour
- Rinse and neutralise chemically restructured hair
- Braid hair
- Recommend products and services
- Visual merchandise
- Sell to the retail customer

Prerequisites

Students wanting to study hairdressing, it is recommended academic achievement levels: English – Grade C, Mathematics – Grade C

Special Subject Advice

Fees: \$125 per annum

Pathways

Studying salon assistant/hairdressing offers a creative and dynamic career path, allowing you to express artistic skills while helping people feel confident and empowered. It also provides a steady demand for services, offering job stability and opportunities for entrepreneurship in a growing industry.

- Salon Assistant
- Freelance stylist
- Freelance wedding hair stylist
- Retail/Pharmacy assistant
- Eyebrow/Eyelash Technician
- Hairdresser

QCIA

Queensland Certificate of Individual Achievement

The following are additional subjects only available for students on **the Pathways for Me (QCIA Pathway)** at Kingston State College.

For further information regarding the QCIA pathway, please contact Mr Jonathan Bragg, Head of Department – Enrichment Program, during SET Plan interviews or by arranging an appointment.

Email: jbrag16@eq.edu.au

Telephone: (07) 3826 1333

For further information visit the QCAA website at www.qcaa.qld.edu.au email qcia@qcaa.qld.edu.au or telephone (07) 3864 0299

Queensland Certificate of Individual Achievement (QCIA)

The QCIA recognises and reports the achievements of students whose learning is part of an individual learning program during senior secondary schooling. It is an official record for students who have completed at least 12 years of education and provides students with a summary of their knowledge and skills. The QCIA records educational achievement in two ways — the Statement of Achievement and Statement of Participation. These are useful to present to service providers, training providers and employers.

Eligibility

Students eligible for a QCIA should have a history of completing an individual learning program throughout their secondary schooling. Discussions about eligibility for a QCIA and completing an individual learning program must begin before a student starts senior schooling, as part of the Senior Education and Training (SET) Plan process. A collaborative approach involving the student, parents/carers and school staff is needed to determine whether working towards a QCIA is in the student's best interest.

For a student to remain eligible to receive a QCIA, they may record up to a maximum of three completed QCE-contributing studies from the Core learning category in the learning account, regardless of level of achievement. In this situation, a QCE may be achieved and issued post-school.

A student eligible for the QCIA may also record achievements for other learning categories of the QCE in the learning account, e.g. courses from the Preparatory learning category, such as a Certificate I qualification. A typical pattern of enrolment in QCE-contributing studies for a QCIA-eligible student may include a Short Course, an Applied subject or a Certificate I or Certificate II qualification. Completed and partially completed QCE learning is recorded on a Senior Statement and cannot be duplicated on the QCIA.

Students at Kingston State College who meet the requirements for a QCIA pathway may select up to three additional subjects alongside Functional English, Functional Mathematics and Certificate 1 Qualifications. These subjects may be tailored to each student's individual needs and goals, supporting them to achieve their agreed QCIA learning outcomes if needed.

The QCIA process	
Time	Steps of the QCIA process
Before starting senior schooling	Pathway planning - Students, parents/carers and schools:
	<ul style="list-style-type: none"> • discuss students' strengths, goals, interests, current level of learning, individual learning needs, and QCE and QCIA learning options as part of the SET Plan process • design a SET Plan identifying the QCIA intended learning outcome, with QCE-contributing studies, if relevant
Term 1 in the first year of senior schooling	Curriculum planning - In consultation with students and parents/carers, schools:
	<ul style="list-style-type: none"> • use the QCAA Guide for Intended Learning to identify curriculum organisers and learning focuses • identify learning goals that align to each student's needs and interests • record and approve a QCIA curriculum plan.

CHC14015 Certificate I in Active Volunteering

Qualification description

This qualification reflects the role of volunteer workers and includes foundation skills required to enable them to effectively undertake volunteer work.

This qualification may be used as a pathway for workforce entry. Organisations may require volunteers to undergo relevant background checks.

To achieve this qualification, the candidate must have completed at least 20 hours of volunteer work as detailed in the Assessment Requirements of units of competency.

Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one-year course delivered in Years 10, 11 and 12 on site at Kingston State College.

Course units

To attain Certificate I in Active Volunteering, 5 units of competency must be achieved:

Unit code	Title
CHCDIV001	Work with diverse people
CHCVOL001	Be an effective volunteer
HLTWHS001	Participate in workplace health and safety
FSKWTG001	Complete personal details on extremely simple and short workplace forms
SITXFSA005	Use hygienic practices for food safety

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 5 units of competency will be awarded a Qualification and a record of results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- guided learning

Fees

There are no additional costs involved in this course.

Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

- Observation
- Folios of work
- Questioning
- Projects
- Written and practical tasks

Work placement

Students are required to complete 20 hours of volunteering at a not-for-profit organisation.

Pathways

This qualification may articulate into:

There are no formalised articulation and/or credit transfer arrangements.

See other qualifications at training.gov.au.

BSB10120 Certificate I in Workplace Skills

Qualification description

This qualification reflects the role of individuals who have not yet entered the workforce and are developing the necessary skills in preparation for work. They may undertake a variety of simple tasks under close supervision.

This qualification provides a range of introductory skills and knowledge to provide individuals with an understanding of the business environment...

Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one-year course delivered in Years 10, 11 and 12 on site at Kingston State College.

Course units

To attain Certificate I in Active Volunteering, 6 units of competency must be achieved:

Unit code	Title
BSBOPS101	Use business resources
BSBPEF101	Plan and prepare for work readiness
BSBTEC101	Operate digital devices
FSKWVG001	Complete personal details on extremely simple and short workplace forms
BSBTWK201	Work effectively with others
CPPCMN2002	Participate in workplace safety arrangements

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 6 units of competency will be awarded a Qualification and a record of results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- guided learning

Fees

There are no additional costs involved in this course.

Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

- Observation
- Folios of work
- Questioning
- Projects
- Written and practical tasks

Work placement

Students are not required to do structured workplace learning.

Pathways

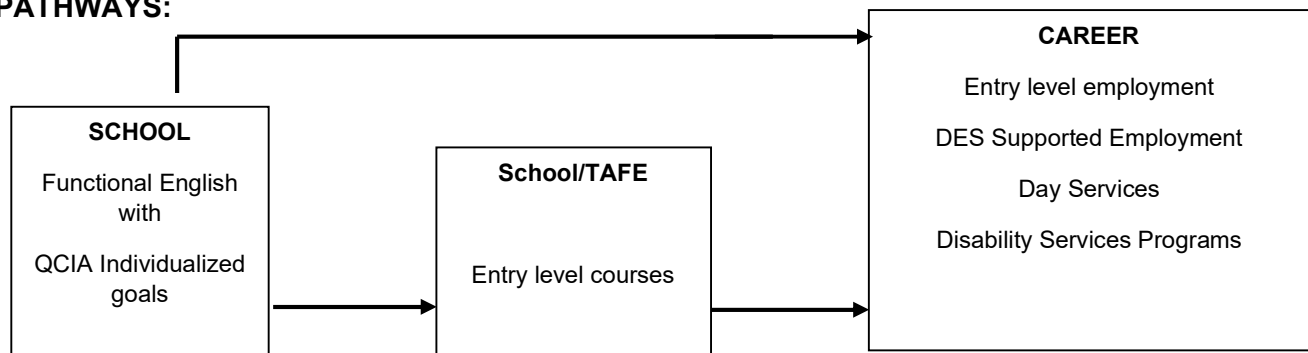
This qualification may articulate into:

There are no formalised articulation and/or credit transfer arrangements.

See other qualifications at training.gov.au.

SUBJECT NAME	<i>Functional English</i>
QCE CREDITS	NIL
Vocational Units of Competency	NIL
This subject can articulate to these as well as other related industry areas	This subject aims to increase foundational Literacy skills for real life applications.
Course Outline/Topics	<p>Work, Leisure and Community strands</p> <ul style="list-style-type: none"> • Workplace documents • Mass media e.g. Magazines, television, film • Reading for leisure • Communication skills
Assessment Requirements	A variety of assessment items will be utilised throughout the course that are appropriate to student needs and their learning. Assessment includes oral presentation, written reflections and reports, multi-modal displays and journal work.
Pre-Requisites/ Recommended Yr. 10 Academic Achievement Level	This course is designed for students who have demonstrated a Limited or Very Limited Achievement in Year 10 English or have been working on an individual program.
Specialised Equipment Required	Nil
Excursions and/or Subject Costs	Excursions may take place. This is subject to teacher discretion and are at student cost.
For more information, please contact	Deputy Principal – Inclusive Practices
<p>QCIA considerations: Students on a QCIA will access Functional English with Individualized goals and Modified Curriculum and Assessment. QCE points are not awarded for this pathway</p>	

PATHWAYS:



SUBJECT NAME	<i>Functional Mathematics</i>
QCE CREDITS	NIL
Vocational Units of Competency	NIL
This subject can articulate to these as well as other related industry areas	This subject aims to build on student success at handling mathematics in everyday contexts. This subject aims to improve students' preparedness for mathematics in job related contexts as well as entry into apprenticeships, traineeships and TAFE.
Course Outline/Topics	Functional Mathematics embodies 5 topics as the basis of the program of study: <ul style="list-style-type: none"> • Mathematics for interpreting society: number (study area core) • Mathematics for interpreting society: data • Mathematics for personal organisation: location and time • Mathematics for practical purposes: measurement • Mathematics for personal organisation: finance
Assessment Requirements	A variety of formative assessment items will be utilised throughout the course that are appropriate to student needs and their learning. Assessment takes the form of written reports, charts, visual demonstrations and portfolios
Pre-Requisites/ Recommended Yr. 10 Academic Achievement Level	This course is designed for students who have been unable to consistently achieve a SOUND in Year 10 Foundation Mathematics or have been working on individual program.
Specialised Equipment Required	Nil
Excursions and/or Subject Costs	Excursions may take place. This is subject to teacher discretion and are at student cost.
For more information, please contact	Deputy Principal – Inclusive Practices
QCIA considerations: Students on a QCIA will access Functional Mathematics with Individualized goals and Modified Curriculum and Assessment. QCE points are not awarded for this pathway	

PATHWAYS:

