



**GOOD SAMARITAN**  
**CATHOLIC COLLEGE**  
JOURNEY WITH COMPASSION

Good Samaritan Catholic College

Senior School Handbook

and

Subject Selection Guide



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## We acknowledge the Traditional Owners and Custodians of this land.

In the spirit of reconciliation, we acknowledge the Traditional Owners and Custodians of this land. We acknowledge Elders past, present and emerging for sharing their cultures, spiritualities and ways of living in this place we call home. We respect the waterways, the land, the sky and all who inhabit this place. We listen to those who stand for us today and for our future country. May we continue to walk gently and respectfully together. We Acknowledge, We Respect, We Listen.

# Vision and Mission

## Our Vision

Good Samaritan Catholic College is a faith filled learning community which aspires to grow in knowledge, love, and service in the presence of God to create a better future.

## Our Mission

In light of the Gospel, Good Samaritan Catholic College is a Christian community of lifelong learners committed to the values of excellence, integrity, justice and hope. We seek to serve the wider community, promote dignity and be active stewards of the environment.

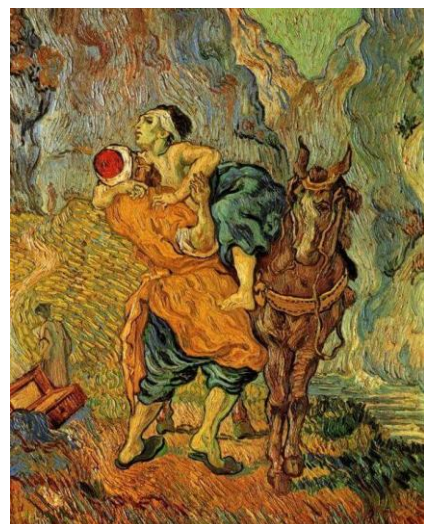
At Good Samaritan Catholic College, our Vision and Mission is enlivened by:

- Inspiring a love of learning and celebrating achievement.
- Cultivating a connected community founded on the Benedictine tradition of hospitality.
- Celebrating our Catholic culture, inspired by the Parable of the Good Samaritan.
- Nurturing relationships, modelling love of neighbour.
- Embracing change and continuous improvement as a way of life.

## Journey with Compassion

### College Prayer

God of Love,  
Give us a deep love for You,  
so that we can see the world as You see it,  
feel the compassion You feel,  
and be a people whose lives mediate Your love to others.  
So, open our eyes that we might see what the Good Samaritan saw.  
Grant us insight to see the need in others,  
The wisdom to know what to do, and the will to do it.  
AMEN



# Principal's Welcome



Dear Families,

Good Samaritan Catholic College opened in 2019 and has quickly grown into a vibrant learning community. The College is a place where the motto "Journey with Compassion" is put into action every day. As a Catholic College, we strive to ensure that the faith life of our young people and all in the community is encouraged, nurtured, and grown in every person. Further, the College is authentically Catholic and a place where our faith will be evidenced by our actions.

As a place of learning, all students are able to achieve success through the work of dedicated and passionate teachers, outstanding facilities and a supportive community. I am dedicated to ensuring that all young people in our care exceed their expectations and achieve to the highest level possible.

The College is a place where every student is valued as a person and encouraged to participate in all the College has to offer. As we grow into the senior years, students have the opportunity to explore many and varied pathways in their learning.

In our Senior Years, Good Sam's students can experience a wide variety of subjects, programs and opportunities to fulfill their chosen pathway. Highly experienced staff support students to discern subject selection and career opportunities. Students engage with dedicated teachers, qualified trainers and expert support staff to ensure success in their chosen field.

I am looking forward to continuing to build an identity within the College that encourages respect for all and strives for excellence in all things. I am passionate about building community and understand that every person brings a unique wisdom to the College. By being clear around expectations and collaborative in building structures, our Good Sam's Identity will be one that all will want to embrace and contribute to. Young people will be proud to graduate as a Good Sam's student.

I look forward to continuing the journey we have started to help build an exciting future for Good Samaritan Catholic College.

**Lee Elvy**

Principal

# Senior School Leaders



## Leadership Team

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Principal	Lee Elvy
Head of College (Teaching & Learning)	Mitch Ulacco
Head of College (Pastoral & Wellbeing)	Paula Burnett
Assistant Principal (P-6)	Sarah Cupitt
Assistant Principal (Religious Education)	Louise Mills
Acting Assistant Principal (7-12)	Nicole Woods
Assistant Principal (P-12) Admin & Wellbeing	Paul Castelli
Assistant Principal (Wellbeing & Engagement)	Kelly Jack

## College Learning Leaders

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English & Languages	Jan Jacobson
Humanities	Lauren Ironside
Mathematics	Sue Mabb
Science	Anne de Raat
Religion	Briony Currell
Health & Physical Education	Jo Kerr
The Arts	Megan Piper
Design and Technologies	Matthew Gardiner

## Wellbeing & Pastoral Leaders

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Learning Support & Wellbeing Leader	Michelle Tonner
Year 10 Pastoral Leader	Luke Beconsall
Year 11 Pastoral Leader	Erin Ryan
Year 12 Pastoral Leader	Brian Lenane

# Philosophy and Aims

Good Samaritan Catholic College is committed to ensuring all students engage in excellent holistic learning, founded in all students having equitable access to curriculum and excellent pedagogical practices. Aligned with the Alice Springs (Mparntwe) Education Declaration 2019, our College aims to develop learners who are, and who become, confident citizens with creative capacity, who view learning as a lifelong process that provides them and others with great opportunity, and who understand the importance of being active and informed members of their local and the global community. We recognize that learning is most effective when authentic partnerships between students, teachers, parents, and community are focused towards developing capable and resilient young people.

Learning at Good Samaritan Catholic College is founded upon deep and enduring partnership with all stakeholders deeply invested in students' learning pathways. At the College, authentic learner-centered partnerships engage multiple spheres with focus on student learning progress, community spiritual growth, career opportunities, intercultural understanding and respect, growing sustainable wellbeing practices, reconciliation in all forms and personal development. The learning we design and provide at Good Samaritan Catholic College guides successful, creative, and confident learners who are active and informed and aim to shape and enrich our world.

Our teachers educate the whole person in community; spiritually, physically, socially, emotionally, cognitively, and morally, and understand that each student presents us the face of God. Together, we educate with explicit teaching strategies, within our Catholic view of curriculum, to ensure our students are literate and numerate, critical, and creative, ethical, and moral, socially, and personally capable, inter-culturally capable and ICT capable.

To continue reading about the Learning and Teaching Framework at Good Samaritan Catholic College, please view a copy on our website [Vision for Learning | Good Samaritan Catholic College Bli Bli](#)

## Senior School Success

As our students embark on their journey into Senior School, we share some keys to success:

- Take personal responsibility for your achievement.
- Enact a daily / nightly review of learning.
- Ensure a mature approach to learning at the College with the end in mind - ask questions of the teacher when needed.
- Regularly seeking feedback to improve.
- Prepare for assessment well in advance.
- Practice examination routines regularly.
- Connect with future pathway providers.
- Set goals and regularly monitoring achievements.
- Continually review career / next learning opportunities.

# QCAA Information

The Queensland Curriculum & Assessment Authority (QCAA) is responsible for kindergarten guidelines and senior secondary syllabus development, and for providing resources and services to help teachers develop curriculum, teaching and learning programs from kindergarten to Year 12. It also provides testing, assessment, moderation, certification and vocational education and training services to Queensland's education community.

The QCAA manages the procedures for student certification and issues certificates of achievement, such as the [Queensland Certificate of Education \(QCE\)](#) and [Queensland Certificate of Individual Achievement \(QCIA\)](#), and provides [certified copies of certificates](#) and other educational results.

The QCAA is responsible for deciding [equivalency](#) for school qualifications obtained at educational institutions outside Queensland.

## Queensland Certificate of Education (QCE)

The QCE is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

The QCE allows students to choose from a wide range of [learning options](#) to suit their interests and career goals.

Students working towards a QCE can choose from a wide range of learning options to suit their interests and career goals.

To be eligible for a QCE, students must:

- have an open QCAA learning account.
- not have been previously issued with a QCE or equivalent.
- accrue at least one credit from the [core category of learning](#) while enrolled at a Queensland school.

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

20 QCE credits from learning options, including:

- [QCAA subjects or courses](#)
- [Vocational Education and Training qualifications](#)
- non-Queensland studies
- [recognised studies](#).

It is very important that students select courses that they are aligned to where they are headed, that they are good at and that they commit to achieving success in.

Students must think carefully about their subject choices and seek guidance in making wise choices. Making choices that are not wise can have significant consequences: -

- Not demonstrating future study pre-requisites
- Not obtaining a QLD Certificate of Education at the completion of Year 12
- Disengaging from school in the senior years

Credit examples. **QCE would be awarded for Example 1 & 3 only.**

Example 1					
Subject	S1	S2	S3&4	Category	Credits
English (Gen)	S	S	B	Core	4
Maths (Gen)	U	S	B	Core	3
S.O.R.	S	U	B	Core	3
Biology	S	S	C	Core	4
Physical Ed	S	S	B	Core	4
Chemistry	S	S	B	Core	4
<b>QCE awarded</b>					<b>Total Credits 22</b>

Example 2					
Subject	S1	S2	S3&4	Category	Credits
English (Ess)	S	U	C	Core	3
Maths (Ess)	U	S	B	Core	3
R & E	U	U	C	Core	2
Hospitality Prac	S	S	C	Core	4
Marine A.P.	U	U	C	Core	2
Music in Prac	S	S	B	Core	4
<b>QCE NOT awarded</b>					<b>Total Credits 19</b>

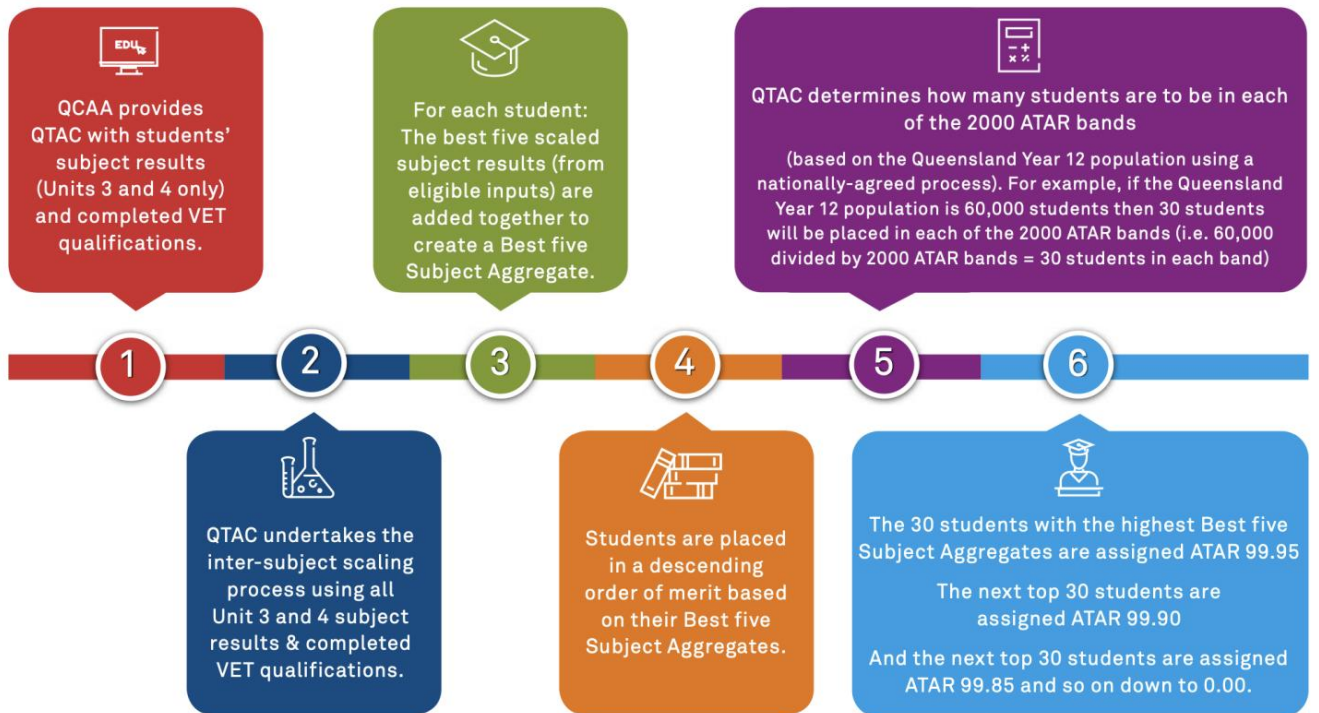
Example 3					
Subject	S1	S2	S3&4	Category	Credits
English (Ess)	S	S	C	Core	4
Maths (Ess)	U	S	B	Core	3
R & E	S	U	D	Core	1
Visual Arts	S	S	C	Core	4
Cert II Hosp	All Competencies			Core	4
Cert II Furnish	All Competencies			Core	4
<b>QCE awarded</b>					<b>Total Credits 20</b>

Example 4					
Subject	S1	S2	S3&4	Category	Credits
English (Gen)	U			Not Core	0
English (Ess)		U	C	Core	2
Maths (Ess)	U	S	C	Core	3
R & E	S	U	C	Core	3
Biology	S	U	D	Not Core	1
Marine A.P.	S	S	C	Core	4
Cert II Fitness	All Competencies			Core	4
<b>QCE NOT awarded</b>					<b>Total Credits 17</b>

## Australian Tertiary Admission Rank (ATAR)

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

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.



NOTE: ATARs below 30 are reported as '30.00 or less'.

English Requirement Eligibility for an ATAR will require the successful completion of a QCAA English subject. Successful completion requires students to achieve a minimum grade of C or higher in one of five English subjects - English, Essential English, Literature, English and Literature Extension or English as an Additional Language. While students must successfully complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five scaled results.

To optimize your ATAR, choose subjects you will enjoy and do well in

Don't overload or over specialize your General subjects

There are alternative pathways to university, however, General subjects prepare students academically to cope with tertiary level study

Students will prepare for SET planning in their one hour per week Careers Program

GSCC Careers service is offered to each student and parents

Further information available at <https://www.qtac.edu.au/atar/>

# Access Arrangement and Reasonable Adjustments (AARA)

The QCAA recognises that some students may have disability, impairment and/or medical conditions or experience other circumstances that may affect their ability to read, respond to and participate in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

AARA applications for Year 11 and 12 students are managed by the senior Support Teacher for Inclusive Education (STIE), Amanda Coolican [acoolican@bne.catholic.edu.au](mailto:acoolican@bne.catholic.edu.au). These are submitted for approval in the first half of Year 11. Documentation is required for all applications.

**Access arrangements** are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment.

**Reasonable adjustments** are action/s taken by the school so that a student with an eligible impairment as a result of a disability and/or medical condition and experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

AARA are provided to minimise barriers for a student whose disability, impairment, medical condition, or other circumstances may affect their ability to read, respond to or participate in assessment. These barriers fall into three broad categories:

- Permanent/long term
- Temporary/short term
- intermittent/episodic.

The definition of 'disability' used in the [Disability Discrimination Act 1992](#) is broad. The QCAA uses broad application categories for AARA eligibility.

Eligible	Not Eligible
<ul style="list-style-type: none"> <li>▪ cognitive</li> <li>▪ physical</li> <li>▪ sensory</li> <li>▪ social/emotional</li> </ul> <p><b>PLUS</b></p> <ul style="list-style-type: none"> <li>▪ illness</li> <li>▪ misadventure</li> <li>▪ unforeseen circumstances where the student has no control, e.g., accident, death of a family member</li> </ul>	<ul style="list-style-type: none"> <li>▪ unfamiliar with the English language</li> <li>▪ teacher absence or other teacher-related difficulties</li> <li>▪ matters that the student could have avoided, e.g., misreading an exam timetable, misreading instructions in examinations.</li> <li>▪ timetable clashes</li> <li>▪ <b>matters of the student's or parent's/carer's own choosing, e.g. family holidays, sporting events</b></li> <li>▪ matters that the school could have avoided, e.g. incorrect enrolment in a subject</li> </ul>

The application of AARA to student assessment is based on the **functional impact/s** of the condition for which AARA are sought. Students with the same condition may experience highly varied impacts on their education, and their ability to demonstrate their learning, knowledge, and skill in assessments. Functional impact/s of the condition may also vary from subject to subject for an individual student.

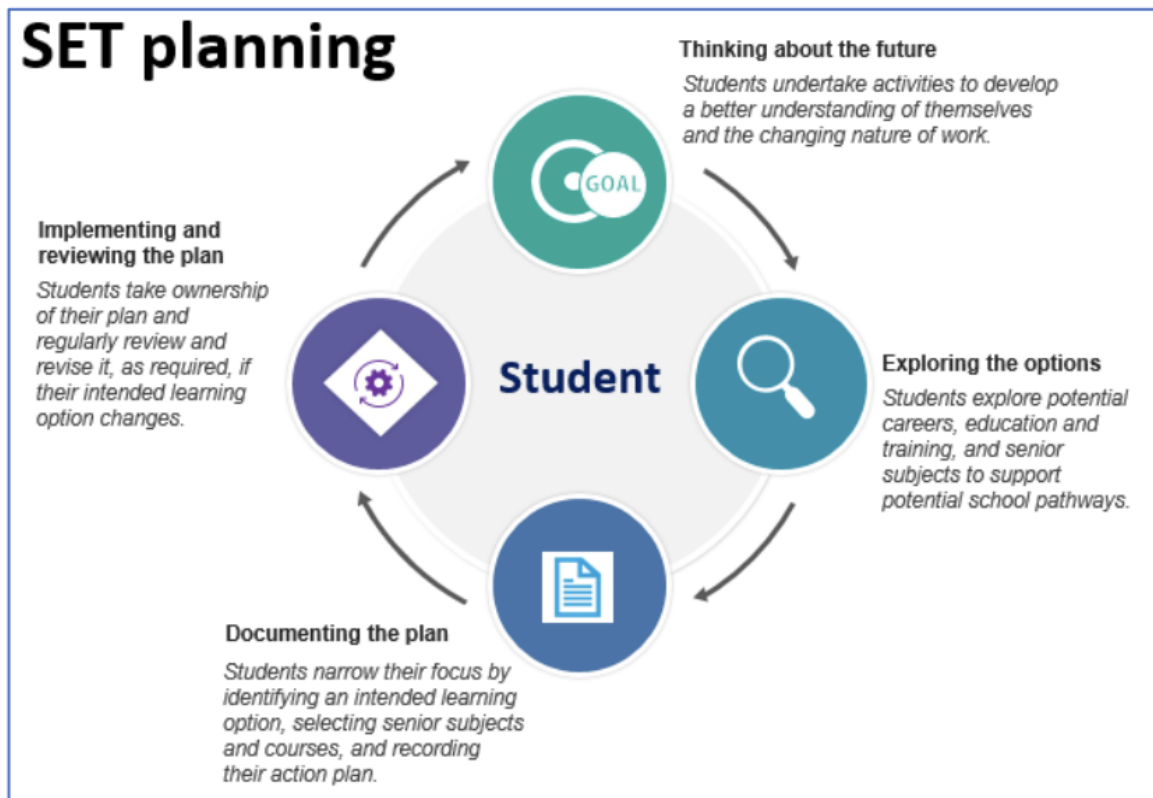
# Planning your Pathway

[SET planning](#) is a process designed to guide your child on a successful pathway through their senior schooling and beyond Year 12 into post school education and work. The aim of SET planning is to provide your child with the skills and knowledge needed to develop genuine career pathways and a life of personal choice. At Good Samaritan Catholic College this process begins in Term 2, Year 10 and is finalised in Term 3.

In Year 10 students participate in the career education activities and the SET planning process, looking at pathways, examining achievements, ensuring a viable pathway that meets prerequisites to ultimately lead to student success. Students can choose from a wide range of learning options that will help them in whatever pathway they choose after school — whether they want to do further study, take up an apprenticeship or traineeship, or enter the workforce.

Developing a SET Plan helps you to:

- think about your education, training, and career goals after Year 12.
- structure your learning in Years 11 and 12 around your abilities, interests, and ambitions.
- decide which learning options you should choose to achieve your learning, further education and training, and career goals.
- map your pathway to a Queensland Certificate of Education (QCE).
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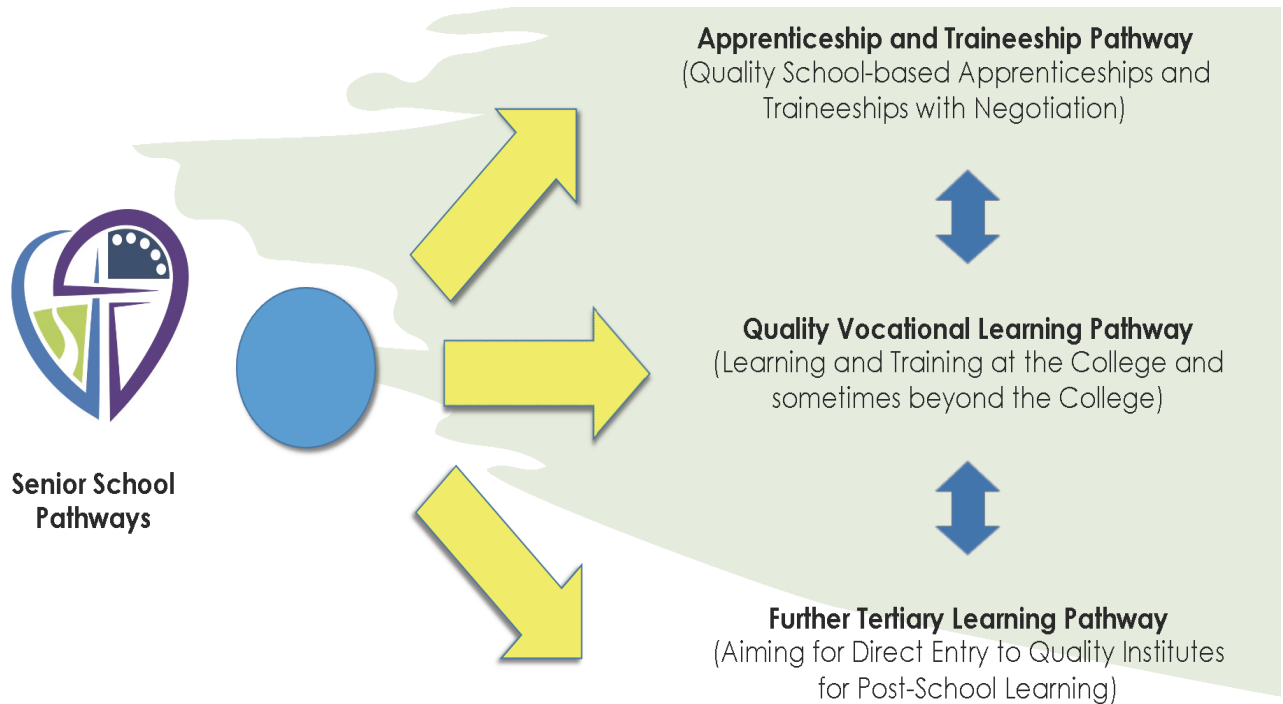


It is critical that we are realistic when it comes to SET planning. If a student has struggled to meet passing grades in a subject throughout high school, we cannot assume that there will be significant changes in Senior School. SET planning is a commitment to the future and students must maintain a view to their future. Once the SET plan is developed, your school will register you with the Queensland Curriculum and Assessment Authority (QCAA) and your learning account will be created. You can track your progress towards a QCE via the Student Portal and your learning account. Making decisions about the subjects and courses you'll take in Year 11 and 12 is an important step in planning your future. Whether your plans after Year 12 include further study, learning a trade or finding a job, the QCE lets you design a pathway that's right for you. Before you meet with your school to develop your SET Plan, you may like to:

- Think about your likes, interests, experience, and achievements so far.
- Make connections between where you are now and where you want to go.
- Consider your personal strengths and areas to work on.
- Think about the different educational and vocational education and training choices available.
- Consider the subjects you're good at and enjoy.
- Research jobs that interest you, including educational requirements, salary, working conditions, future outlook, and anything else that can help narrow your focus.
- Compare your skills and interests with the jobs you have selected.
- Find out what school subjects (and results) are needed for the jobs that interest you.
- Look at the different costs associated with further education and training options.

# Year 11 Curriculum Overview

Good Samaritan Catholic College has established three interconnected pathways for our Senior School students to organise their learning. The three pathways are interconnected, and many students will work across two pathways in their study in Year 11 and Year 12. Each of the three pathways has a similar goal - to see the students eventually enter high-quality and life enriching work. The pathways differ in the training processes the students engage in and, in some cases, the time before students enter the workplace.



# The Apprenticeship/Traineeship Pathway

Good Samaritan Catholic College is committed to our students entering quality work. We aim to connect with recognised business partners in our community to provide opportunities for our students and for employers. Students, their families, and employers engage in partnerships that build quality apprentices and trainees who become qualified, engaged, proficient employees who contribute meaningfully to their community.

School-based Apprenticeships and Traineeships (SATs) are fully negotiated agreements between students and families, the College and employers that provide optimal access to learning and training for students engaging in apprenticeships and traineeships. Our Vet Coordinator guides these negotiated arrangements to ensure the students' best interests are catered for in the arrangement.

Students working in School-based Apprenticeships and Traineeships continue appropriate aspects of their Senior School learning at the College and engage in work and training with their employer partner in a flexible arrangement. They often work across the Apprenticeship and Traineeship Pathway and the Quality Vocational Learning Pathway.

School based traineeships are completed over a 1- or 2-year period whilst school-based apprenticeships continue after school until the apprenticeship is completed (usually 3 years after school). Applications for School-based Apprenticeships and Traineeships require a mature, 'seeking work' approach and involve significant preparation and planning. For more information on [School Based Apprenticeships and traineeships](#) please book a time to meet with the Vet Coordinator. The school will not endorse school-based Apprenticeships and Trainees without prior consultation with the VET Coordinator. Approval must be sought before a student signs a school-based traineeship or apprenticeship contract, failure to do so may result in a school-based traineeship/apprenticeship being cancelled.

If you have future questions, please contact the coordinator for VET external learning, Mel Canale [mcanale@bne.catholic.edu.au](mailto:mcanale@bne.catholic.edu.au)

# The Quality Vocational Learning Pathway

The College has built a highly qualified and highly experienced staff with capabilities to lead Quality Vocational Learning across an array of fields. We aim to engage Senior School students in learning and demonstrating vocational competencies that lead to highly desirable qualifications for work beyond school. Qualifications and certifications offered at and beyond the College will target the significant industries in South-East Queensland.

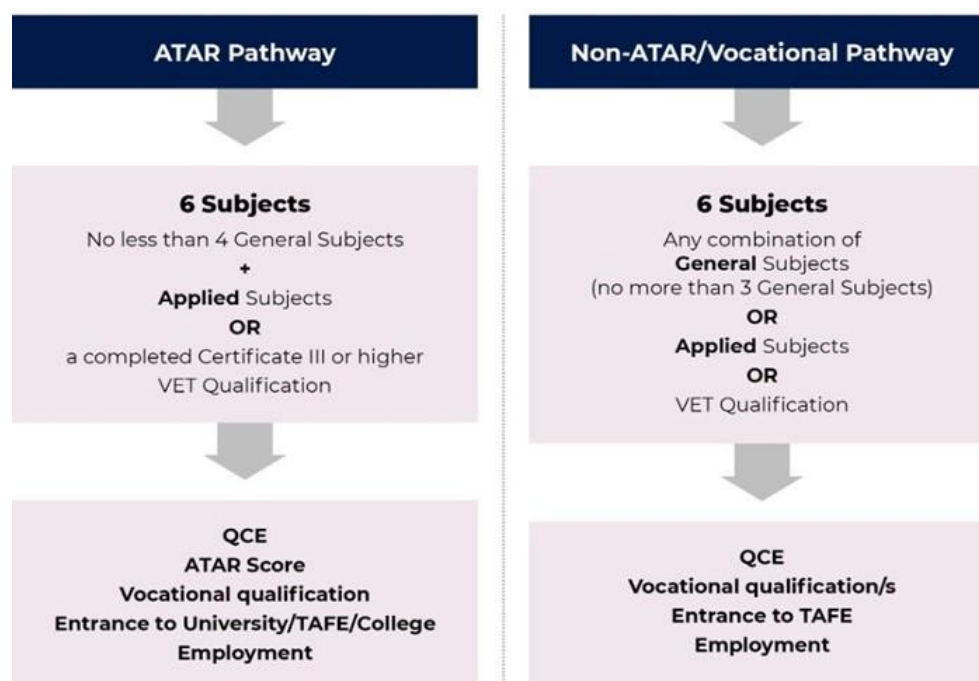
Quality vocational learning will provide students with industry level skills that will lead them to further learning and employment. Students pursue this pathway for numerous reasons including entry to employment straight after school, opportunity for further vocational training after school, post-school apprenticeships and traineeships and to supplement their learning and provide entry to university options. Students pursuing the Quality Vocational Learning pathway will generally supplement their qualifications and certificate learning with QCAA General or Applied courses and will pursue study in Religion, English and Mathematics.

# The Further Tertiary Learning Pathway

Good Samaritan Catholic College offers a high-quality, diverse range of courses aimed at providing students who are seeking direct entry to university after school with the best preparation to excel. Our highly qualified teacher leaders have developed exemplary courses across learning areas. The College has examined pre-requisite learning across a wide range of university courses and provides students with quality guidance and opportunity to excel in their Senior School study.

QCAA General Courses	QCAA Applied Courses	Vocational Courses
Study of Religion Biology Chemistry Physics Dance Drama Visual Arts Design English (General) Literature Geography Legal Studies Modern History General Mathematics Specialist Mathematics Mathematical Methods Physical Education	Essential English Essential Mathematics Media in Practice Religion and Ethics Social and Community Studies Sport and Recreation Tourism	Certificate III Business Certificate I & II Construction Certificate II Engineering Pathways Certificate II Sport and Recreation/Certificate III Fitness (combined) Certificate II Cookery/Certificate III Hospitality (combined) Certificate III in Health Services Assistance Certificate IV in Justice Studies  <i>*these courses attract extra costs, some of which qualify for government funding. See subject descriptions for further info</i>  <i>* External providers may offer other vocational courses with thorough negotiation with the College</i>

Students engaging in the Further Tertiary Learning pathway will study QCAA General Courses, and they may supplement their learning with a QCAA Applied Course or some vocational learning where they pursue a qualification. They will pursue the attainment of an ATAR that allows them opportunity to enter their chosen further tertiary courses or offer them opportunities to enter a range of courses they are strongly interested in. The College will continually monitor student achievement to ensure they are 'on track' to achieve their goals to enter their learning course(s).



# Provisional Offerings Scope

We offer a scope of courses that provide the best opportunities for our students in terms of meeting further learning prerequisites, high quality outcomes and high-quality skill development. Students may access subjects online for a variety of reasons, including instances in which a subject might clash with another subject which is offered on the same line or if a subject is not running due to insufficient student numbers.

## FisherONE – Distance Education

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The Brisbane Catholic Education offers fee reduction to our enrolled students so they can access further subjects in the online environment. This can be determined in the negotiation stages and set planning.

[FisherONE Website - Subject Offerings](#)

# Academic Subject Requirements

Academic subject requirements are a critical part of the decision-making process in SET Planning. It is the College's decision-making framework to ensure students have the required skills for senior learning.

To ensure long-term academic success in Senior, students are advised to meet the following recommended achievement levels.

If a student meets the recommended achievement level in each subject, this increases the chances of academic success. If the student does not meet the recommended achievement level in each subject, the SET Plan interviewer will provide an alternative subject recommendation or pathway.

Type	Subject	Recommended Achievement
General	<b>Biology</b>	<ul style="list-style-type: none"> <li>B in Year 10 Science or Biology or Human Biology</li> <li>C in Year 10 English</li> <li>C in Year 10 Mathematics</li> </ul>
	<b>Chemistry</b>	<ul style="list-style-type: none"> <li>B in Year 10 Science or Chemistry Prep</li> <li>C in Year 10 English</li> <li>C in Year 10 Mathematics</li> </ul>
	<b>Dance</b>	<ul style="list-style-type: none"> <li>C in Year 10 Dance or C in Year 10 English</li> </ul>
	<b>Design</b>	<ul style="list-style-type: none"> <li>B in any Year 10 Design or Technologies course or C in Year 10 English</li> </ul>
	<b>Drama</b>	<ul style="list-style-type: none"> <li>C in Year 10 Drama or C in Year 10 English</li> </ul>
	<b>General English</b>	<ul style="list-style-type: none"> <li>B in Year 10 English</li> </ul>
	<b>Geography</b>	<ul style="list-style-type: none"> <li>C in Year 10 Humanities subjects or C in Year 10 English</li> <li>C in Year 10 Science</li> </ul>
	<b>Japanese</b>	<ul style="list-style-type: none"> <li>C in Year 10 Japanese</li> </ul>
	<b>Legal Studies</b>	<ul style="list-style-type: none"> <li>C in Humanities subjects or C in Year 10 English</li> </ul>
	<b>Literature</b>	<ul style="list-style-type: none"> <li>B in Year 10 English</li> </ul>
	<b>General Mathematics</b>	<ul style="list-style-type: none"> <li>C in Year 10 Mathematics</li> </ul>
	<b>Mathematics Methods</b>	<ul style="list-style-type: none"> <li>B in Year 10 Mathematics</li> </ul>
	<b>Specialist Mathematics</b>	<ul style="list-style-type: none"> <li>B in Year 10 Mathematics or B in Mathematics Extension</li> <li>Must choose in conjunction with Mathematics Methods</li> </ul>
	<b>Modern History</b>	<ul style="list-style-type: none"> <li>C in Humanities subjects or C in Year 10 English</li> </ul>
	<b>Physical Education</b>	<ul style="list-style-type: none"> <li>B in Year 10 HPE or Human Performance</li> <li>C in Year 10 English</li> </ul>
	<b>Physics</b>	<ul style="list-style-type: none"> <li>B in Year 10 Science or Physics</li> <li>C in Year 10 English</li> <li>B in Year 10 Mathematics or Mathematics Extension</li> </ul>
<b>Study of Religion</b>	<ul style="list-style-type: none"> <li>C in Year 10 English or a B in Religious Education</li> </ul>	
<b>Visual Art</b>	<ul style="list-style-type: none"> <li>C in Year 10 Visual Art or C in Year 10 English</li> </ul>	

# Senior Secondary QCAA General Subjects English

*Additional course cost: N/A*

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

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

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

## Assessment

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

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

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

English is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education, or work.

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

*Questions? See Mrs Jacobson (Learning Leader – English)*

*Additional course cost: N/A*

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

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

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

Literature is a General senior syllabus. It contains four QCAA-developed units from which schools develop their course of study.

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Introduction to literary studies</b></p> <ul style="list-style-type: none"> <li>• Ways literary texts are received and responded to</li> <li>• How textual choices affect readers</li> <li>• Creating analytical and imaginative texts</li> </ul>	<p><b>Intertextuality</b></p> <ul style="list-style-type: none"> <li>• Ways literary texts connect with each other — genre, concepts and contexts</li> <li>• Ways literary texts connect with each other — style and structure</li> <li>• Creating analytical and imaginative texts</li> </ul>	<p><b>Literature and identity</b></p> <ul style="list-style-type: none"> <li>• Relationship between language, culture and identity in literary texts</li> <li>• Power of language to represent ideas, events and people</li> <li>• Creating analytical and imaginative texts</li> </ul>	<p><b>Independent explorations</b></p> <ul style="list-style-type: none"> <li>• Dynamic nature of literary interpretation</li> <li>• Close examination of style, structure and subject matter</li> <li>• Creating analytical and imaginative texts</li> </ul>

**Assessment**

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

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

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

*Questions? See Mrs Jacobson (Learning Leader – English)*

# Language

## Japanese

*Additional course cost: N/A (NOTE: If low subject interest, this course is available via FisherONE)*

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Japanese-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as Japanese is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

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

Japanese is a General senior syllabus. It contains four QCAA-developed units from which schools develop their course of study.

Unit 1	Unit 2	Unit 3	Unit 4
<b>私の暮らし — My world</b> <ul style="list-style-type: none"> <li>▪ Family/carers</li> <li>▪ Peers</li> <li>▪ Education</li> </ul>	<b>私達の世界をたんけんする — Exploring our world</b> <ul style="list-style-type: none"> <li>▪ Travel and exploration</li> <li>▪ Social customs</li> <li>▪ Japanese influences around the world</li> </ul>	<b>私達の社会、文化とアイデンティティ — Our society; culture and identity</b> <ul style="list-style-type: none"> <li>▪ Lifestyles and leisure</li> <li>▪ The arts, entertainment and sports</li> <li>▪ Groups in society</li> </ul>	<b>私の現在と将来 — My present; my future</b> <ul style="list-style-type: none"> <li>▪ The present</li> <li>▪ Future choices</li> </ul>

### Assessment

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

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ▪ Examination — short response	20%	Summative internal assessment 3 (IA3): ▪ Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): ▪ Examination — extended response	25%	Summative external assessment (EA): ▪ Examination — combination response	25%

*Questions? See Mrs Jacobson (Learning Leader – English)*

# Mathematics

## Specialist Mathematics

*Additional course cost: N/A (NOTE: If low subject interest, this course is available via FisherONE)*

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and Matrices, Real and Complex numbers, Trigonometry, Statistics and Calculus. Topics are developed systematically, with increasing levels of sophistication, complexity, and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty, and variation. Matrices, complex numbers, and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours. Students who undertake Specialist Mathematics will develop confidence in their mathematical knowledge and ability and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Specialist Mathematics can lead to science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

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

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

### Assessment

Assessment is developed at GSCC to prepare students for Unit 3 and 4 assessment specifications set out by the syllabus. Assessment will include examinations and a problem-solving and modelling task.

In Units 3 and 4, GSCC develops three assessments using the assessment specifications and conditions provided in the syllabus. An external assessment is developed and marked by QCAA.

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

*Questions? See Mrs Mabb (Learning Leader – Mathematics)*

### Additional course cost: N/A

The major domains of mathematical knowledge in Mathematical Methods are algebra, functions, relations and their graphs, calculus and statistics. Topics are developed systematically, with increasing levels of sophistication, complexity, and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic, and graphical information from one representation to another is a vital part of learning in Mathematical Methods. Students who undertake Mathematical Methods will see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators, and problem-solvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

Mathematical Methods can lead to various paths, including further education in fields like natural sciences, engineering, economics, and computer science, as well as careers in data analysis, finance, and teaching. It also provides a solid foundation for understanding and applying statistical methods in fields like health and social sciences.

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

### Assessment

Assessment is developed at GSCC to prepare students for Unit 3 and 4 assessment specifications set out by the syllabus. Assessment will include examinations and a problem-solving and modelling task. In Units 3 and 4, GSCC develops three assessments using the assessment specifications and conditions provided in the syllabus. An external assessment is developed and marked by QCAA.

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

Questions? See Mrs Mabb (*Learning Leader – Mathematics*)

*Additional course cost: N/A*

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

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

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

### Assessment

Assessment is developed at GSCC to prepare students for Unit 3 and 4 assessment specifications set out by the syllabus. Assessment will include examinations and a problem-solving and modelling task. In Units 3 and 4, GSCC develops three assessments using the assessment specifications and conditions provided in the syllabus. An external assessment is developed and marked by QCAA.

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

*Questions? See Mrs Mabb (Learning Leader – Mathematics)*

# Religion

## Study of Religion

*Additional course cost: N/A*

Study of Religion is the investigation and study of religious traditions and how religion has influenced, and continues to influence, people's lives. As religions are living traditions, a variety of religious expressions exists within each tradition. Religious beliefs and practices also influence the social, cultural and political lives of people and nations. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in modern society.

In this subject, students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion. Each tradition is explored through the lens of the nature and purpose of religion, sacred texts that offer insights into life, and the rituals that mark significant moments and events in the religion itself and in the lives of adherents. Nature and purpose of religion, sacred texts, and rituals provide the foundations for understanding religious ethics and the ways religion functions in society and culture.

Throughout the course of study, students engage with an inquiry approach to learning about religions, their central beliefs and practices, and their influence on individuals, groups and society. As a result, a logical and critical approach to understanding the influence of religion should be developed, with judgments supported through valid and reasoned argument. This contributes to the development of a range of transferable thinking and processing skills that will help students to live and work successfully in the 21st century.

Study of Religion allows students to develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields. The subject contributes to students becoming informed citizens, as religion continues to function as a powerful dimension of human experience. Through recognising the factors that contribute to different religious expressions, students develop empathy and respect for the ways people think, feel and act religiously, as well as a critical awareness of the religious diversity that exists locally and globally.

Unit 1	Unit 2	Unit 3	Unit 4
<b>Religion, meaning and purpose</b> <ul style="list-style-type: none"><li>• Nature and purpose of religion</li><li>• Sacred texts</li></ul>	<b>Religion and ritual</b> <ul style="list-style-type: none"><li>• Lifecycle rituals</li><li>• Calendrical rituals</li></ul>	<b>Religious ethics</b> <ul style="list-style-type: none"><li>• Social ethics</li><li>• Personal ethics</li></ul>	<b>Religion — rights and relationships</b> <ul style="list-style-type: none"><li>• Religion and the nation-state</li><li>• Human existence and rights</li></ul>

## Assessment

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

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

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

Study of Religion is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. Religion can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

*Questions? See Mrs Currell (Learning Leader – Religion)*

# Science

## Physics

*Additional course cost: N/A*

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

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.

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

### Assessment

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).

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

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

*Questions? See Mrs de Raat (Learning Leader – Science)*

*Additional course cost: N/A*

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

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

### Assessment

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

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

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

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.

*Questions? See Mrs de Raat (Learning Leader – Science)*

*Additional course cost: N/A*

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

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.

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

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).

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

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.

*Questions? See Mrs de Raat (Learning Leader – Science)*

# Humanities

## Modern History

*Additional course cost: N/A*

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World. Students learn that the past is contestable and tentative. They discover how the past consists of various perspectives and interpretations. Modern History distinguishes itself from other subjects by enabling students to empathize with others and make meaningful connections between the past, present and possible futures. Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students think historically and form a historical consciousness in relation to these same forces.<sup>1</sup>

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ideas in the Modern World</b> <ul style="list-style-type: none"> <li>Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends)</li> <li>Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends)</li> </ul>	<b>Movements in the Modern World</b> <ul style="list-style-type: none"> <li>Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces)</li> <li>African-American civil rights movement since 1954 (judgment in Brown v. Board of Education delivered)</li> </ul>	<b>National experiences in the Modern World</b> <ul style="list-style-type: none"> <li>Germany since 1914 (World War I begins)</li> <li>United States of America, 1917–1945 (entry into World War I – World War II ends)</li> </ul>	<b>International experiences in the Modern World</b> <ul style="list-style-type: none"> <li>Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins)</li> <li>Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place)</li> </ul>
<b>Assessment:</b> Formative Internal Assessment	<b>Assessment:</b> Formative Internal Assessment	<b>Assessment:</b> <b>Summative Internal Assessment 1-</b> Examination - Extended Response (25%)  <b>Summative Internal Assessment 2-</b> Investigation (25%)	<b>Assessment:</b> <b>Summative Internal Assessment 3-</b> Investigation (25%)  <b>Summative External Assessment-</b> Examination - Short Response (25%)

Modern History benefits students as it enables them to thrive in a dynamic, globalized and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Modern History 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 Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis. *Questions? See Mrs Ironside (Learning Leader – Humanities)*

*Additional course cost: Senior Legal Studies Camp 2 days \$130 (estimated)*

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. Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts. The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations.

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Beyond Reasonable Doubt</b></p> <p>Topic 1: Legal Foundations Topic 2: Criminal investigation process Topic 3: Criminal trial process Topic 4: Punishment and sentencing</p>	<p><b>Balance of probabilities</b></p> <p>Topic 1: Civil law foundations Topic 2: Contractual obligations Topic 3: Negligence and the duty of care</p>	<p><b>Law, governance and change</b></p> <p>Topic 1: Governance in Australia Topic 2: Law reform within a dynamic society</p>	<p><b>Human rights in legal contexts</b></p> <p>Topic 1: Human rights Topic 2: Australia's legal response to international law and human rights Topic 3: Human rights in Australian contexts</p>
<p><b>Assessment:</b> Formative Internal Assessment</p>	<p><b>Assessment:</b> Formative Internal Assessment</p>	<p><b>Assessment:</b> <b>Summative Internal Assessment 1-</b> Examination Combination Response Exam (25%)  <b>Summative Internal Assessment 2-</b> Investigation Inquiry report (25%)</p>	<p><b>Assessment:</b> <b>Summative Internal Assessment 3-</b> Investigation Analytical Essay (25%)  <b>Summative External Assessment-</b> Examination Combination Response (25%)</p>

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. Pathways Legal Studies 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 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.

*Questions? See Mrs Ironside (Learning Leader – Humanities)*

*Additional course cost: Geography Camp 3 days \$715 (estimated) – charged in Year 12*

Geography 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 Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science. These pathways draw on the skills acquired through understanding and using spatial technologies.

Unit 1	Unit 2	Unit 3	Unit 4
<b>Responding to risk and vulnerability in hazard zones.</b> Topic 1: Natural Hazard Zones Topic 2: Ecological Hazard Zones	<b>Planning Sustainable Places</b> Topic 1: Responding to challenges facing a place in Australia. <i>(mandatory field study requirements in this topic)</i> Topic 2: Managing the challenges facing a megacity.	<b>Responding to land cover transformations</b> Topic 1: Land cover transformations and climate change. Topic 2: Responding to land cover transformations. <i>(mandatory field study requirements in this topic)</i>	<b>Managing population change</b> Topic 1: Population challenges in Australia. Topic 2: Global population challenges.
<b>Assessment:</b> Formative Internal Assessment	<b>Assessment:</b> Formative Internal Assessment	<b>Assessment:</b> <b>Summative Internal Assessment 1-</b> Examination Combination Response Exam (25%)  <b>Summative Internal Assessment 2-</b> Investigation Field report (25%)	<b>Assessment:</b> <b>Summative Internal Assessment 3-</b> Investigation Data Report (25%)  <b>Summative External Assessment-</b> Examination Combination Response (25%)

Fieldwork is central to the study of Geography. It provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Spatial technologies are also core components of contemporary geography. These technologies provide a real-world experience of Science, Technology, Engineering and Maths (STEM), allowing students to interact with particular geographic phenomena through dynamic, three-dimensional representations that take the familiar form of maps. The skills of spatial visualisation, representation and analysis are highly valued in an increasingly digital and globalised world.

Fieldwork is mandatory in Unit 3 and will be facilitated through a subject camp.

*Questions? See Mrs Ironside (Learning Leader – Humanities)*

# The Arts

## Dance

*Additional course cost: N/A*

Dance uses the body as an instrument for expression and communication of ideas. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. Engaging in dance allows students to develop important, lifelong skills. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Through studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion.

Unit 1	Unit 2	Unit 3	Unit 4
<b>Moving bodies</b> How does dance communicate meaning for different purposes and in different contexts?	<b>Moving through environments</b> How does the integration of the environment shape dance to communicate meaning?	<b>Moving statements</b> How is dance used to communicate viewpoints?	<b>Moving my way</b> How does dance communicate meaning for me?

### Assessment

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

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

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

Students will study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students will learn about dance as it is now and explore its origins across time and cultures. Exploring dance through the lens of making (choreography and performance) and responding engages students in creative and critical thinking. The study of this subject increases the quality of personal and physical wellbeing and fosters social inclusion through focused experiences of valued collaborative practice.

*Questions? See Mrs Piper (Learning Leader – The Arts)*

*Additional course cost: N/A*

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices. Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.

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

**Assessment**

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

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — inquiry phase 1	20%	Summative internal assessment 3 (IA3): • Project — inquiry phase 3	30%
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%		
Summative external assessment (EA): 25% • Examination — extended response			

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Visual Art equips students for a future of unimagined possibilities as they develop highly transferable communication skills and the capacity for global thinking. Visual Art encourages students to reflect on and appreciate multiple perspectives and philosophies, and to contribute and engage in all facets of society to sustain our diverse Australian culture confidently and creatively.

*Questions? See Mrs Piper (Learning Leader – The Arts)*

*Additional course cost: N/A*

Across the course of study, students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. A study of a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning.

Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies. In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. They learn how to reflect on their artistic, intellectual, emotional and kinesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

Unit 1	Unit 2	Unit 3	Unit 4
<b>Share</b> How does drama promote shared understandings of the human experience?	<b>Reflect</b> How is drama shaped to reflect lived experience?	<b>Challenge</b> How can we use drama to challenge our understanding of humanity?	<b>Transform</b> How can you transform dramatic practice?

### 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).

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

A course of study in Drama establishes a basis for further education and employment across many fields, both inside the arts and culture industries and beyond. The knowledge, understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

*Questions? See Mrs Piper (Learning Leader – The Arts)*

# Design & Technologies

## Design

*Additional course cost: N/A*

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

The teaching and learning approach uses a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking. Students will develop an appreciation of designers and their role in society. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

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

### Assessment

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

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

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): • Examination — combination response	25%

Design is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

*Questions? See Mr Gardiner (Learning Leader – Design & Technologies)*

# Physical Education

*Additional course cost: N/A*

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

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

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

## Assessment

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

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

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

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

*Questions? See Miss Kerr (Learning Leader – HPE)*

# Vocational Education & Training (VET)

## VET for School Students

Vocational education and training in Schools (VETiS) is funded by the Queensland Government. It aligns school-based training with the needs of industry and creates career pathways for secondary students. Queensland school students can undertake nationally recognised vocational education and training (VET) qualifications while they are still at school. These courses can be taken in Years 10, 11 and 12.

Students can undertake VETiS:

- as part of their school studies – delivered and resourced by a school that is a registered training organisation (RTO)
- by enrolling with an external RTO – funded either by VETiS or through fee-for-service arrangements. This is where fees are paid by an individual such as a student or parent, or another entity like a community or industry group
- as a school-based apprentice or trainee – funded either by the Queensland Government or fee-for-service arrangements.

A student in Year 10, 11 and 12 can undertake a:

- funded Certificate I or II – general training
- funded school-based apprenticeship or traineeship

Points to note:

- VETiS students are not supported to undertake more than one DTET-funded qualification at the same time. However, they could do one DTET-funded qualification, a fee-for-service qualification and a qualification delivered by their school concurrently (at the same time), as detailed in the [VETiS summary of eligibility table](#).
- There is no DTET requirement for a student to do a Certificate I or II before they do a school-based apprenticeship or traineeship. Career Tasters will provide an opportunity for students to try a skill area before enrolling in a qualification.

VETiS 2026 summary of eligibility table provides an overview of eligibility requirements for the VETiS 2026 program.

Career Tasters can help school students explore different career options to inform their decisions around training, apprenticeships, or traineeships. It helps students try careers before formal training.

The program gives students a short, hands-on experience in an industry, so they can better understand the types of jobs that are available and decide what training and qualifications might suit them. Career Tasters on the Sunshine Coast are delivered by TAFE Queensland. To be eligible to participate, students must be 15 to 17 years old and be a Year 10 student currently enrolled in a mainstream Queensland school

Career Tasters give students a chance to try out different industry career options, through practical activities.

Career Tasters:

- take place in training or industry-style environments
- are not accredited courses
- do not count towards Queensland Certificate of Education (QCE) credits
- provide practical experience to understand job and study pathways
- help students understand what a career in their chosen field would be like, before enrolling in formal training.

Participating in Career Tasters will not impact a student's eligibility for future government funding. Students may access up to 2 Career Tasters in 2027. Career Tasters focus on a range of industries to help students explore their interests and develop skills in areas where there is strong workforce demand. The industries available include:

- automotive
- building and construction
- electrical (including engineering)
- manufacturing (including machinery and fabrication)
- health and community services (including early years education)
- IT and business
- agriculture
- hospitality and tourism
- personal and beauty services
- Brisbane 2032 Olympic and Paralympic Games and related opportunities.

*Please note that not all industries are available in all areas.*

Career Tasters are funded as part of a joint initiative of the Australian and Queensland Governments.

### What is [VET in Schools \(VETiS\) 2026](#)?

VETiS supports secondary school students in Year 10, 11 or 12 to undertake VET qualifications funded by DTET while they are still at school. This training can be undertaken as part of their school studies through a general training pathway or in a workplace as a school-based apprentice or trainee. DTET funded training is delivered by RTOs approved by DTET and known as SAS.

VETiS covers training fees for VET courses that are aligned to jobs and skills in demand, putting secondary school students on a path to employment and further VET opportunities.

- VETiS will support Queensland secondary school students commencing DTET funded VET in 2026.
- VETiS offers either a general training pathway or a school-based apprenticeship/traineeship pathway.
- Under VETiS, a student may access a subsidised training place through a general training pathway and/or an apprenticeship/traineeship.
- VETiS 2026 is a multifaceted approach to supporting students to explore career and training pathways that match their goals.

VETiS 2026 includes:

- a pilot of [Career Tasters](#);
- [subsidised certificate training](#) (Certificate I or II qualifications) delivered through general training pathways;
- [school-based apprenticeships and traineeships](#) (SATs)

### What are the training pathways?

#### ***General Training Pathway***

Through the general training pathway (Certificate I or II qualifications) students can complete a nationally recognised qualification and develop practical, job-ready skills to leave school feeling prepared and confident about their future.

This pathway focuses on career paths linked to priority industries and sectors and helps make moving from school to work or further training much easier.

Students may also get access to quality career information and connections between schools and local businesses, supported by Regional School Industry Partnership Managers located in state school regions across Queensland.

#### ***School Based Apprenticeship and Traineeship Pathway***

School-based apprenticeships and traineeships (SATs) allow high school students (usually in Years 10, 11 or 12) to earn a wage, train towards a nationally recognised qualification while at school. For SATs, an individual must be employed as an apprentice or trainee. This pathway is part of the Australian Apprenticeships system and requires all parties to sign an Apprenticeship and Traineeship contract.

*Source and further reading:*

[VETiS 2026 Program Policy](#)

[VET in Schools \(VETiS\) 2026 Policy](#)

[FAQ and scenarios for VET in Schools \(VETiS\) 2026](#)

*Questions? See Ms Canale (Vocational Education & Training – VET Coordinator)*

## VETiS EXAMPLES

Examples below are provided only as guide and are subject to change. They do not take into account any previous circumstances where VETiS may have or is in the process of being accessed, changes to government funding/policy or changes to RTO pricing.

### EXAMPLE A

SUBJECTS	Extra Cost to parents?	VETiS available?	Predicted Final Cost to parent using VETiS
English	No	N/A	
Maths	No	N/A	
Religion and Ethics	No	N/A	
Sport and Recreation (Applied)	\$500 – excursion & camp fees	N/A	\$500
FisherONE subject	\$1500	N/A	\$1500
Cert I & Cert II Construction	\$1200	Yes – VETiS used	N/A

### EXAMPLE B

Subject	Extra Cost to parents	VETiS available	Predicted Final Cost to parent using VETiS
English	No	N/A	
Maths	No	N/A	
Religion and Ethics	No	N/A	
Geography	\$715 – camp	N/A	\$715
Cert II Engineering	\$1200	Yes – This RTO bundles engineering and construction certificates and submit as one VETiS application	N/A
Cert I & Cert II Construction	\$1200		N/A

### EXAMPLE C

Subject	Extra Cost to parents	VETiS available	Predicted Final Cost to parent using VETiS
English	No	N/A	
Maths	No	N/A	
Religion and Ethics	No	N/A	
Tourism	No	N/A	
Cert II Engineering	\$1200	Yes – however parent/student opt to use VETiS on the more expensive course	\$1200
Cert II Cookery & Cert III Hospitality	\$2000	Yes – VETiS used	\$500 gap fee

### EXAMPLE D

Subject	Extra Cost to parents	VETiS available	Predicted Final Cost to parent using VETiS
English	No	N/A	
Maths	No	N/A	
Religion and Ethics	No	N/A	
Legal Studies	\$130 – camp	N/A	\$130
Cert IV Justice Studies	\$750	N/A	\$750
Cert III Health Services	\$1198	Yes – VETiS used	\$599 gap fee

# Vocational Courses

BSB30120 - Certificate III Business - Binnacle Training (RTO31319)

*Additional course cost: \$395*

This qualification reflects the role of individuals in a variety of Business Services job roles. The program will be delivered through class-based tasks as well as both simulated and real business environments at the school - involving the delivery of a range of projects and services within the school community. This program also includes student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project - Binnacle Boss. An excellent work readiness program where students develop a range of essential workplace skills.

## Students will acquire skills in:

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

## Pathway options may include:

- › Pathway to Certificate IV or Diploma in Business or University Degree pathway

## What will students achieve?

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

## Units of Competency

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

### **How will the students be assessed?**

Program delivery will combine both class-based tasks and practical components in a real or simulated Business environment at the school. This involves the delivery of a range of projects and services within their school community. A range of teaching/learning strategies will be used to deliver the competencies. These include:

- › Practical tasks
- › Hands-on activities including customer interactions
- › Group projects
- › e-Learning projects

### **Fees**

\$395.00 Binnacle Training Fees

### **Entry requirements**

Nil

### **Language, Literacy, Numeracy and Digital Literacy Skills**

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.

### **Third Party Agreement**

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.

### **Product Disclosure Statement**

This Subject Outline 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). To access Binnacle's PDS, please visit:

[Product Disclosure Statement - Binnacle Training](#)

*Questions? See Mrs Ironside (Learning Leader – Humanities)*

*Additional course cost: \$1200 - VETiS funding may apply*

### **QCE Credits: 4**

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

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

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

### **Application**

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

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

### **Eligibility - Cost**

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

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

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

[For Schools | Blue Dog Training](#)

For information on the refund policy, visit:

[Company Policies | Blue Dog Training](#)

### **Training and Assessment Delivery**

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

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

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

**Core**

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

**Elective**

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

**Notes:**

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

*Questions? See Mr Gardiner (Learning Leader – Design & Technologies)*

*Additional course cost: \$1200 - VETiS funding may apply*

**QCE Credits: 4**

The MEM20422 qualification introduces students to an engineering or related working environment.

Students develop skills and knowledge across a range of engineering and manufacturing tasks, supporting entry-level employment pathways including apprenticeships, traineeships, or general roles in the industry.

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

**Application**

The learning program develops trade-like skills without aiming for trade-level outcomes. For example, in welding, learners are introduced to basic techniques and complete simple tasks, rather than developing trade-level theory and practice. Similarly, in machining, the focus is on producing a basic item using equipment such as a lathe, rather than advanced theory and practice.

The emphasis is on using engineering tools and equipment to produce or modify objects safely, ensuring the well-being of learners and others around them.

**Eligibility - Cost**

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

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

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

[For Schools | Blue Dog Training](#)

For information on the refund policy, visit:

[Company Policies | Blue Dog Training](#)

**Training and Assessment Delivery**

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

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

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

## Core

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

## Elective

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

### Notes:

- An asterisk (\*) indicates a prerequisite unit. Prerequisite units must be assessed before any unit marked with an asterisk.\*
- Elective units may change prior to program commencement to ensure alignment with current industry practices.
- More information about this qualification is available at: [National Training Register - MEM20422 Certificate II in Engineering Pathways](#)

*Questions? See Mr Gardiner (Learning Leader – Design & Technologies)*

*Additional course cost: \$1198 - VETIS funding may apply (estimate gap fee of \$599)*

### Qualification description

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.

### Entry requirements

There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework.

### Duration and location

This is a two-year course delivered on site to senior students and in partnership with Connect 'n' Grow®.

#### Course units Year 1 (Certificate II units)

Unit code	Title
CHCCOM005	Communicate and work in health or community services *
HLTWHS001	Participate in workplace health and safety *
CHCDIV001	Work with diverse people *
HLTINF006	Apply basic principles and practices of infection prevention and control *
CHCCCS010	Maintain a high standard of Service *
HLTHSS011	Maintain stock inventory
BSBPEF202B	Plan and apply time management
BSBINS201	Process and maintain workplace information
HLTHSS009	Perform general cleaning tasks in a clinical setting
HLTWHS005	Conduct manual tasks safely
BSBOPS203	Deliver a service to customers
CHCPRP005	Engage with health professionals and the health system *

***\*units Credit Transferred from Cert II into the Cert III***

#### Course units Year 2 (Certificate III units)

Unit code	Title
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
BSBWOR301* BSBPEF301	Organise personal work priorities and development Organise personal work priorities
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation
HLTAID010	Provide basic emergency life support
CHCINM002	Meet community information needs
CHCCCS009	Facilitate responsible behaviour
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

## **Assessment**

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questionnaires
- written and practical tasks

## **Work experience**

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability.

Connect 'n' Grow® considers industry experience to be a very important inclusion of the Certificate III qualifications.

## **Pathways**

Potential options may include:

- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (B.Nursing)
- entry level employment within the health industry.

## **Obligation**

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Connect 'n' Grow®. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## **Delivery modes**

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

- face-to-face training
- practicals and scenarios
- online learning

## **Fees**

The cost of this course is \$1198 and is correct at the time of printing. Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow® to explore potential options.

## **QCE Credits**

Maximum 8 (up to 4 QCE Credits for completion of the Certificate II and up to a further 4 QCE credits for completion of the Certificate III).

Refer to [National Training Register](#) for specific information about the qualification.

*Questions? See Miss Kerr (Learning Leader – HPE)*

*Additional course cost: \$495 + \$75 First aid*

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 will 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 (nonaccredited), issued by Australian Sports Commission
- › Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

### **Students will acquire skills in:**

- › 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

### **Pathway options may include:**

- › Group exercise instructor or gym fitness instructor

Pathway into Certificate IV in Fitness or University degree

## Units of Competency

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

\* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)

### How will the students be assessed?

Program delivery will combine both class-based tasks and practical components in a real sport and fitness environment at the school. This involves the delivery of a range of practicals within their school community and to adult (18+) and older adult (55+) clients. A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities including client interactions.
- Group projects.
- e-Learning projects

### Fees

\$495.00 Binnacle Training Fees

### Entry Requirements

Nil

### Language, Literacy, Numeracy and Digital Literacy Skills

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.

### Third Party Agreement

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.

### Product Disclosure Statement

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[Product Disclosure Statement - Binnacle Training](#)

*Questions? See Miss Kerr (Learning Leader – HPE)*

*Additional course cost: \$2000 - VETIS funding may apply (estimate gap fee of \$500)*

## Certificate II in Cookery Course Overview

Do you have a passion for food and a knack for cooking with flair?

Taking steps towards becoming a chef is not only a way to express your passion through food, but is an enjoyable and rewarding career path.

Australia is a leisure destination, and where the tourism industry is strong, so too is the demand for qualified cooks.

This qualification provides a pathway to work as a cook in organisations such as restaurants, hotels, clubs, pubs, cafes, and coffee shops.

### Mode of delivery and training arrangements

- **Classroom:** Weekly classroom sessions are held at the school
- **Online**

### Eligibility Criteria

Eligible Students must meet the following criteria:

- be first enrolled under the VET in Schools 2026 Program on or after 1 January 2026;
- be enrolled in a Queensland school in Years 10, 11 or 12
- not be an international secondary exchange student in Queensland
- not be enrolled in a Qualification funded by the Department including a school-based apprenticeship or traineeship
- not have previously completed a Qualification funded by the Department under VETiS or a similar program by whatever name; and
- have a genuine interest in pursuing a post-school vocational occupation.

### Course Requirements

To achieve a SIT20421 Certificate II in Cookery, 13 units must be completed including 7 core units and 6 elective units.

Core	
SITXFSA005	Use hygienic practices for food safety
SITXWHS005	Participate in safe work practices
SITHCCC023*	Use food preparation equipment
SITHKOP009*	Clean kitchen premises and equipment
SITHCCC027*	Prepare dishes using basic methods of cookery
SITXINV006*	Receive, store and maintain stock
SITHCCC034** #	Work effectively in a commercial kitchen

Core Electives	
SITXCCS011	Interact with customers
SITXFSA006	Participate in safe food handling practices
SITHCCC025*	Prepare and present sandwiches
SITHCCC028*	Prepare appetisers and salads
SITHCCC024*	Prepare and present simple dishes
SITXCOM007	Show social and cultural sensitivity

*SITXFSA005 is a prerequisite for all units with an asterisk \**

*# SITHCCC034 requires 12 Service Periods to be completed*

*\*\* SITHCCC034 has two prerequisites: SITHCCC027 & SITXFSA005.*

## VET in Schools (VETiS)

The VET in Schools (VETiS) Program is funded by the Queensland Government to give eligible students funding to complete a Certificate I or II level qualification while attending secondary school.

VET in Schools (VETiS) qualifications can be undertaken in years 10, 11 and 12, and may provide credit towards the Queensland Certificate of Education.

Aurora Training Institute is a Skills Assure Supplier under this program for the delivery of this qualification.

QLD State Government VET in Schools (VETiS) Program is only available for one Certificate II qualification for each student.

As students can only access the VET in Schools (VETiS) Program subsidy once, it is important that they consider and compare their training options to ensure they align with their chosen career pathway.

Every student that completes or discontinues a VET in Schools (VETiS) Program, must complete a Student Training and Employment Survey within 3 months.

## Fees

For more information on the VET in Schools (VETiS) program and FAQs, visit the Queensland Government website at:

[VET in Schools \(VETiS\) | Education | Queensland Government](#)

*In situations where a student is not eligible for VETiS funding, the fee for service cost = \$2500.*

## Certificate III in Hospitality Course Overview

Every country in the world has a hospitality industry. This career path can lead you to experience new countries, cultures and people!

Learning about customer service, food and beverage service and the hospitality industry itself can all help you on your way. There are so many opportunities within this industry.

## Mode of delivery and training arrangements

This qualification is delivered over 6 months.

Students will be doing both of the following delivery options:

- **Classroom environment:** Weekly classroom sessions are held at the school.
- **Online delivery:** Self-paced learning.

### Eligibility Criteria

There are no eligibility requirements for this Fee for Service course.

### Course Requirements

To achieve a SIT30622 Certificate III in Hospitality, 15 units must be completed including 6 core units and 9 elective units.

Core	
SITXWHS005	Participate in safe work practices
SITXCCS014	Provide service to customers
SITHIND008**	Work effectively in hospitality service
SITXCOM007	Show social and cultural sensitivity
SITHIND006	Source and use information on the hospitality industry
SITXHRM007	Coach others in job skills

Prescribed Elective	
SITXFSA005*	Use hygienic practices for food safety

Electives	
SITXFSA006	Participate in safe food handling practices
SITHFAB027	Serve food and beverage
SITHFAB025*	Prepare and serve espresso coffee
SITHFAB024*	Prepare and serve non-alcoholic beverages
BSBSUS211	Participate in sustainable work practices
SIRXPDK001	Advise on products and services
SITHGAM022	Provide responsible gaming services
SITHFAB021	Provide responsible service of alcohol

\*\* To successfully complete SITHIND008 - 36 service periods must be completed.

**SITHIND008 Work effectively in hospitality service, where they must complete at least 36 service periods for this unit, as prescribed in the Performance Evidence for this unit.**

**\*SITXFSA005 Use hygienic practices for food safety is a Prerequisite**

### Fees

\$500 upgrade. This fee represents the total cost to the student to enroll, undertake training and be awarded the qualification and will be required to pay with training.

*Questions? See Mr Gardiner (Learning Leader – Design & Technologies)*

Additional course cost: \$750

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

# QCAA Applied Courses

## Religion and Ethics

*Additional course cost: N/A*

Religion & Ethics allows students to explore values and life choices and the ways in which these are related to beliefs and practices as they learn about religion, spirituality and ethics. In addition, it enables students to learn about and reflect on the richness of religious, spiritual and ethical worldviews.

In this syllabus, religion is understood as a faith tradition based on a common understanding of beliefs and practices. In a religious sense, beliefs are tenets, creeds or faiths; religious belief is belief in a power or powers that influence human behaviours. Ethics refers to a system of moral principles; the rules of conduct or approaches to making decisions for the good of the individual and society. Both religion and ethics prompt questions about values, the determination of a moral course of action, and what personal and community decisions can be considered when confronted with situations requiring significant decisions.

Religion & Ethics focuses on the personal, relational, and spiritual perspectives of human experience. Students develop effective decision-making skills and learn how to plan, implement and evaluate inquiry processes and outcomes, resulting in improved 21st century, literacy and numeracy skills. The knowledge and skills developed in Religion & Ethics provide students with the ability to participate effectively in the changing world around them as active and engaged citizens dealing with religious, spiritual and ethical issues.

Students have the opportunity to learn to:

1. **Explain** religious, spiritual and ethical principles and practices.

Students explain principles and practices to inform religious and ethical views using relevant terminology.

2. **Examine** religious, spiritual and ethical information.

Students select and use information to identify principles and practices in religious, spiritual and ethical scenarios. Students draw meaning from the principles and practices identified.

3. **Apply** religious, spiritual and ethical knowledge.

Students apply their knowledge to determine options. They consider each option to form positions related to religious, spiritual and ethical scenarios.

4. **Communicate** responses.

Students present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.

5. **Evaluate** projects.

Students reflect on and discuss the effectiveness of their plans, processes and outcomes. They make judgments to explain improvements that could be made to their plans, processes and outcomes.

## Unit option topics covered across Units 1-4:

Unit option	Unit title
Unit option A	Australian identity
Unit option B	Social justice
Unit option C	Meaning, purpose and expression
Unit option D	World religions and spiritualities
Unit option E	Peace
Unit option F	Sacred stories

## Assessment

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

Technique	Description	Response requirements
Project	Students provide a view on a scenario.	<p><b>Product/Plan/Campaign</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, or 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> <li>• Written: up to 600 words</li> </ul> <p><b>Evaluation</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 4 minutes, or 4 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 400 words</li> </ul>
Investigation	Students investigate a question, opportunity or issue to develop a response.	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>
Extended response	Students respond to stimulus related to a scenario.	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>

Questions? See Mrs Currell (Learning Leader – Religion)

# Essential English

*Additional course cost: N/A*

English learning area subjects offer students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students are offered opportunities to develop this capacity by drawing on a repertoire of resources to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language use varies according to context, purpose and audience, content, modes and mediums and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it. The subject Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

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

## Assessment

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

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

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

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

*Questions? See Mrs Jacobson (Learning Leader – English)*

# Essential Mathematics

*Additional course cost: N/A*

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes. Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

Essential Mathematics develops practical skills applicable to everyday life, builds a foundation for further education, and enhances logical reasoning and problem-solving. It prepares students for various career paths in trade, industry, and community services, and helps them understand and interpret data.

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

## Assessment

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

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

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

*Questions? See Mrs Mabb (Learning Leader – Mathematics)*

# Media Arts in Practice

*Additional course cost: N/A*

Media arts refers to artmaking and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices. Students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

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

1. Use media arts practices. When making, students use media language, modes, technologies and techniques to make media artworks. They develop independence across the course of study, selecting and refining use of media arts practices according to their strengths and interests.
2. Plan media artworks. When responding, students analyse key features of purpose and context to plan media artworks. They make decisions, explore solutions and choose strategies to achieve goals.
3. Communicate ideas. When making, students create media artworks that suit purpose and context. Students show making in both pre-production (e.g., design products) and production (e.g., media artworks) formats, and may use media language to communicate ideas (e.g., representations, thoughts, feelings, experiences, observations).
4. Evaluate media artworks. When responding, students make judgments about media arts ideas and media artworks, examining these in relation to planning and reflecting on strengths, implications and limitations. Students select and use media arts terminology and language conventions and features when producing written, spoken or signed evaluations.

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

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

## Assessment

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

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that reflects a purpose and context relevant to the unit.	<p><b>Design product</b></p> <p>Design product must represent:</p> <ul style="list-style-type: none"> <li>• Variable requirements, dependent on selected pre-production format and the length or requirements of the media artwork (see response requirements for 'Media artwork' below).</li> </ul> <p><b>Planning and evaluation of design product</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>
Media artwork	Students implement the design product from the project to make a media artwork relevant to the unit.	<p><b>Media artwork</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Audio: up to 3 minutes</li> <li>• Moving image: up to 3 minutes</li> <li>• Still image: up to 4 media artwork/s</li> </ul>

*Questions? See Mrs Piper (Learning Leader – The Arts)*

# Social & Community Studies

*Additional course cost: N/A*

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.

Social and Community Studies 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.

Students engage with this foundational knowledge and skills through a variety of topics that explore 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.

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

- **Explain personal and social concepts and skills.** Students explain concepts and skills that contribute to positive personal development and interpersonal and community relationships. Students use relevant terminology.
- **Examine personal and social information.** Students select and use information to identify perspectives and approaches related to relevant issues. Students draw meaning from the perspectives and approaches identified.
- **Apply personal and social knowledge.** Students apply their knowledge to determine options. They consider positives and negatives of each option to make decisions that contribute to positive personal development, relationships and social outcomes.
- **Communicate responses.** Students present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.
- **Evaluate projects.** Students reflect on and discuss the effectiveness of their plans, processes and outcomes. They make judgments to explain improvements that could be made to their plans, processes and outcomes.

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

Unit option	Unit title
Unit option A	Lifestyle and financial choices
Unit option B	Healthy choices for mind and body
Unit option C	Relationships and work environments
Unit option D	Legal and digital citizenship
Unit option E	Australia and its place in the world
Unit option F	Arts and identity

## Assessment

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

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	<p><b>Item of communication</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> <li>• Written: up to 600 words</li> </ul> <p><b>Evaluation</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 400 words</li> </ul>
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>

Questions? See Mrs Ironside (Learning Leader – Humanities)

# Tourism

*Additional course cost: N/A*

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment. The term 'tourism industry' describes the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in travel for a range of reasons, including leisure and recreation, work, health and wellbeing, and family.

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

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

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

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

- **Explain tourism principles, concepts and practices.** Students explain principles, concepts and practices related to tourism and use relevant terminology.
- **Examine tourism data and information.** Students select and use data and information to identify features of tourism situations. They draw meaning from the patterns, trends and relationships identified.
- **Apply tourism knowledge.** Students apply their knowledge to determine options. They consider positive implications and negative implications of opportunities and challenges to decide how to contribute to successful tourism.
- **Communicate responses.** Students present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.
- **Evaluate projects.** Students reflect on and discuss the effectiveness of their plans, processes and outcomes. They make judgments to explain improvements that could be made to their plans, processes and outcomes.

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

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

## Assessment

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

Technique	Description	Response requirements
Investigation	Students investigate a unit related context by collecting and examining data and information.	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>
Project	Students develop a traveller information package for an international tourism destination.	<p><b>Product</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul> <p><b>Evaluation</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 4 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul>

*Questions? See Mrs Ironside (Learning Leader – Humanities)*

# Sport and Recreation

*Additional course cost: Estimated \$500 - charged in Year 12*

*(Day excursion for Community Recreation in Year 11 - 3 day Outdoor Recreation camp in Year 12)*

Sport and recreation activities are a part of the fabric of Australian life and represent growth industries in Australian society. Sport and recreation activities can encompass aspects such as social and competitive sport, fitness programs and outdoor pursuits. These activities are an intrinsic part of Australian culture and for many people, form a substantial component of their leisure time. Participation in sport and recreation can also provide employment opportunities and make positive contributions to a person's total wellbeing.

The subject consists of four topics:-

## **Unit D: Coaching and Officiating**

Coaching and officiating pathway programs are essential to developing and encouraging world-class coaches and officials. Coaches play a critical role in showcasing the performances of Australian athletes at elite-level sporting competitions, including the Commonwealth, Olympic and Paralympic Games. Officials play a critical role in making fair sporting decisions. Individual character traits such as integrity, honesty, trustworthiness and respect are integral to the roles of coaches and officials.

## **Unit E: Community Recreation**

Community recreation includes a wide variety of activities, including recreation at the local level, at neighbourhood facilities and in community programs. Community recreation incorporates activities such as community sport, adventure tourism, personal development programs and rehabilitation programs. Community recreation contributes to the wellbeing of Australians. These activities provide people with opportunities to improve their physical and mental health and to build strong social networks and relationships.

## **Unit G: Event Management**

Event management requires a range of diverse skills and specialist knowledge about how to organise, manage and promote events in sport and recreation activities. The experiences, skills and knowledge linked to event management can also transfer to a broad range of settings, including the sport, tourism, marketing, media and cultural sectors.

## **Unit C: Challenge in the Outdoors**

Challenge in the outdoors is provided through a wide variety of recreational-based activities that may include experiential outdoor education, camping, orienteering and bushwalking, navigation skills, bushcraft or canoeing. Opportunities to participate in outdoor recreation activities are abundant in Australia, given its vast and varied natural environment, both along the coastline and inland. These activities provide people with opportunities to improve levels of physical and mental health and to build strong social networks and relationships.

A course of study in Sport and 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.

## ASSESSMENT

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

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

*Questions? See Miss Kerr (Learning Leader – HPE)*

# Questions?



In light of the Gospel, Good Samaritan Catholic College is a Christian community of lifelong learners committed to the values of excellence, integrity, justice and hope. We seek to serve the wider community, promote dignity and be active stewards of the environment.

At Good Samaritan Catholic College, our Vision and Mission is enlivened by:

- Inspiring a love of learning and celebrating achievement.
- Cultivating a connected community founded on the Benedictine tradition of hospitality.
- Celebrating our Catholic culture, inspired by the Parable of the Good Samaritan.
- Nurturing relationships, modelling love of neighbour.
- Embracing change and continuous improvement as a way of life.

Journey with Compassion

Please check in with a member of the Good Sam's team, if you have any questions.

God Bless