2026 Senior Subject Guide

Year 10 - 12

Pride Passion Pathways

Clontarf Beach State High School

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SENIOR SUBJECT GUIDE

Introduction

The purpose of our Senior Subject Guide is to support students and families as they navigate the transition into the Senior Phase of learning at Clontarf Beach State High School. It provides essential information to assist with the Senior Education and Training (SET) Planning process, helping students make informed decisions about their subject selections for Years 10, 11 and 12. Within this guide, you'll find details about the Queensland Certificate of Education (QCE) system, including how credits are earned, literacy and numeracy requirements, and pathways to an Australian Tertiary Admission Rank (ATAR). The guide also outlines a range of post-school options—such as university, TAFE, apprenticeships, employment, and the Australian Defence Force—and shows how subject choices can support these goals. By connecting learning to future pathways, this resource empowers students to take ownership of their education and plan confidently for life beyond school.

SET Planning

At Clontarf Beach State High School, Senior Education and Training (SET) Planning begins in Year 9 to help prepare students in entering their Senior Phase of learning in Year 10. SET Planning processes continue in Year 10, enabling students to refine their pathway and subject selections before entering Year 11 and 12. Developing a SET Plan helps students to:

- think about their education, training and career goals after Year 12.
- structure their learning in Years 10, 11 and 12 around abilities, interests and ambitions.
- decide which learning options they should choose to achieve their learning, further education and training, and career goals
- map their pathway to a Queensland Certificate of Education (QCE).

Once a SET Plan is developed, the School registers each student with the Queensland Curriculum and Assessment Authority (QCAA). Students can track their progress towards a QCE via the Student Portal and their learning account.

Pathways & Subject Selection

To support our students in shaping their education, training, and career goals beyond Year 12, we've developed a Pathway Planner featuring five post-school options:

- Full-time employment
- TAFE and other training providers
- Apprenticeships or Traineeships
- The Australian Defence Force
- University

We work closely with each student to identify the pathway(s) that best align with their career aspirations, helping them choose subjects that support and strengthen their chosen direction. See the next page for the full Pathway Planner.

When selecting subjects for Year 10 & 11, it is important to note that it is compulsory for students to select an English and a Mathematics course due to the literacy and numeracy component of the QCE.

Students will then be able to select four additional subjects which align to their chosen pathway/s and career.

Pathway Planner

Throughout their schooling career, students at Clontarf Beach SHS will plan for a successful transition to one of the Pathways below.

Full-time Employment

- Select Certificate courses or Applied subjects relevant to your chosen field.
- Complete work experience in your chosen field.
- Driver's License.
- Gain experience in a part-time job.
- Develop an up-to-date, professional resume including at least two referees.

TAFE and Training Providers

- Select Certificate courses or Applied subjects relevant to your chosen field.
- When selecting TAFE courses:
  - Certificate I - III - complete the application via the TAFE website.
  - Diploma or higher - complete a QTAC application with your Guidance Officer.

Apprenticeship or Traineeship

- Select Certificate courses or Applied subjects relevant to your chosen field.
- Driver's License.
- Card (white, yellow, blue) for relevant industry.
- Complete work experience.
- Develop an up-to-date, professional resume including at least two referees.
- Apply for a school-based apprenticeship or traineeship (SATs) or TAFE courses at school.

Australian Defence Force

- Academic requirements:
  - General Roles - Complete Year 10 and pass English, Mathematics and Science.
  - Officer Roles - Complete Year 12 with an ATAR.
- Complete an online aptitude test.
- Complete a phone interview.
- Meet fitness and medical requirements.

University

- Select General subjects to be ATAR eligible and/or complete a Certificate III of above.
- Achieve a 'C' or better in Year 12 General English - required as a pre-requisite for most university courses.
- Attend a University Open Day or Tour.
- Consider a University-at-school course.
- Complete a QTAC application with your Guidance Officer (in Year 12, Term 3).

SENIOR SUBJECT TYPES

Clontarf Beach State High School offers three types of senior subject syllabuses — General, Applied and Vocational Education & Training (VET) Courses. Typically, it is expected that most students will complete these courses across Years 11 and 12. Our Year 10 subject offerings support students in preparing for the rigor of these different subject types. All subjects build on the P–10 Australian Curriculum.

General syllabuses

- Suited to students who are primarily interested in receiving an Australian Tertiary Admission Rank (ATAR) for a university pathway.

Applied syllabuses

- Suited to students who are primarily interested in vocational education and training or full-time employment.

Vocational education and training (VET)

- Suited to students interested in school-based apprenticeships/traineeships, further TAFE studies or full-time employment.

Underpinning factors

All senior syllabuses are underpinned by:

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

Subject Offerings – Year 11 & 12

GENERAL	APPLIED	VET COURSE
Ancient History (AHS)	Aquatics Practices (AQP)	Certificate II in Construction (VCN)
Biology (BIO)	Dance in Practice (DIP)	Certificate II in Engineering (VEP)
Chemistry (CHM)	Early Childhood Studies (EAC)	Certificate II in Hospitality (VHP)
Drama (DRA)	Essential English (ENE)	Certificate III in Business (VBU)
General English (ENG)	Essential Mathematics (MAE)	Certificate III in Fitness (VFI)
General Mathematics (MAG)	Fashion (FAZ)	Certificate III in Health Services Assistance (VHA)
Legal Studies (LEG)	Furnishing Skills (FUR)	
Literature (LIT)	Music in Practice (MIP)	
Marine Science (MRN)	Science in Practice (SIP)	
Mathematical Methods (MAM)	Social & Community Studies (SCS)	
Modern History (MHS)	Sport & Recreation (REC)	
Physical Education (PED)	Tourism (TOU)	
Physics (PHY)	Visual Art in Practice (VAP)	
Specialist Mathematics (MAS)		

GENERAL SYLLABUSES

Who are General Subjects for?

General subjects are designed for students planning to go to ***university***, ***pursue vocational education and training (VET),*** or ***enter the workforce*** after school.

Skills for the Future

General subjects help students build important 21st century skills which prepare students for life beyond school in a fast-changing world, These include:

- Critical & Creative Thinking
- Communication
- Teamwork & Collaboration
- Personal & Social Skills
- Digital (ICT) Skills

Course Structure

General subjects are studied over four units:

- *Units 1 & 2*: Foundation learning. Students explore key concepts and skills. These units count towards the QCE (Queensland Certificate of Education).
- *Units 3 & 4*: Consolidation. These units count towards the QCE and ATAR (Australian Tertiary Acceptance Rank, university entrance score).

Assessment Overview

Units 1 & 2

- Schools design their own assessments.
- Students complete 2–4 tasks across both units.
- Results help track progress and are reported to parents.

Units 3 & 4

Students complete 4 summative assessments:

- 3 internal assessments (created by schools, approved by QCAA)
- 1 external assessment (same for all students, set and marked by QCAA)

External assessments:

- Contribute 50% of the final grade for Maths and Science, or
- 25% of the final grade for all other subjects
- Are held on the same day across all Queensland schools. These assessments add extra evidence of achievement and are marked consistently by QCAA.

Marking & Feedback

Each assessment uses an instrument specific marking guide (ISMG) provided by the QCAA. These guides explain what is expected and how work is graded. Teachers discuss these guides with students to support learning.

The results from each of the assessments in Units 3 & 4 are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E) which is determined by the QCAA.

APPLIED SYLLABUSES

Who are Applied Subjects for?

Applied subjects are ideal for students who want to ***develop practical skills for work***, ***further training***, or ***real-world applications***. These subjects focus on hands-on learning and life beyond the classroom.

Skills for the Future

Applied subjects help students build:

- *Applied Learning*: Using knowledge and skills in real or lifelike situations.
- *Community Connections*: Linking classroom learning with real-world experiences.
- *Core Skills for Work*: Non-technical skills needed to succeed in the workplace.

Course Structure

Applied subjects are studied over four units and include core topics and elective areas to suit student interests.

- *Units 1 & 2*: Introduce key knowledge and skills. Learning becomes more complex as students grow more independent.
- *Units 3 & 4*: Consolidate learning. These units count towards the QCE, and may contribute to ATAR as a single input.

Assessment Overview

Units 1 & 2

- Schools create 2–4 internal assessments.
- These help students get used to the types of tasks they'll complete in Units 3 & 4.

Units 3 & 4

- Students complete 4 internal assessments.
- There is no external assessment in Applied subjects.
- For Essential English and Essential Mathematics, one of the four assessments is a Common Internal Assessment (CIA) which are:
  - Developed by QCAA
  - Same for all schools
  - Marked by schools using a QCAA guide
  - Administered flexibly in Unit 3

Marking & Feedback

- Schools use instrument-specific standards matrixes to assess student work.
- These describe what quality responses look like and help teachers judge performance.
- Students are shown these standards to understand expectations.

The results from each of the assessments in Units 3 & 4 are combined to give an overall subject result (A–E) which is determined by the school.

VOCATIONAL EDUCATION & TRAINING (VET)

Nationally recognised qualifications

VET qualifications are developed by industry and are nationally recognised, ensuring consistency and quality across Australia.

Training Delivery

Competency-based training - (CBT) is an approach to VET designed to develop the skills and knowledge necessary to achieve competency. It focuses on an individual's level of skill, whereby an individual is deemed competent or not yet competent in that skill (no grading).

Mix of theory and practical training components - combines theoretical knowledge with practical, hands-on experience to prepare individuals for specific trades and careers. These programs are designed to equip students with the skills and knowledge needed to enter the workforce directly after completing their training or furthering their studies with higher qualifications.

All VET teachers and trainers in Australia must have recent and relevant experience in their industry. This means you will learn from industry professionals who can share their expertise and experience, industry insights and trends, and knowledge of skills areas in high demand.

Pathways to employment

Based on expert industry advice, Australian VET courses are continuously updated to equip students with skills in demand locally and internationally based upon industry needs. Most VET courses take less time to complete than a higher education degree, so you can be job-ready sooner.

Some lower-level (certificate I, II and III) qualifications allow students to work immediately in entry level jobs or assistant positions. Students can then enrol in higher level qualifications post-school to become fully qualified in certain industries (e.g. Trades through an apprenticeship), or to gain advanced positions such as leaders or management.

Pathways to university or further study

Completing a certificate III or higher qualification can contribute to an ATAR, and could improve your QTAC selection rank and may help you meet university entry requirements. Universities and higher education institutions may allocate you a selection rank depending on the level of qualification completed.

Completing lower-level qualifications at school can help you meet entry requirements for post-school qualifications such as higher-level studies at TAFE or in an apprenticeship/traineeship, you may also be granted recognition of prior learning (RPL) to potentially reduce your study time and costs.

VET at CBSHS

Clontarf Beach State High School senior students have access to multiple VET pathways and various ways to study them, including school subjects, TAFE @ School, school-based traineeships and apprenticeships and external RTO offsite delivery

While most VET courses become available to start in Year 11 or 12, some opportunities can begin in Semester 2 of Year 10, we encourage students to discuss their individual interests and pathways with the school's Industry Liaison Officer if they are considering vocational training while in school

ATAR ELIGIBILITY

An ATAR is the Australian Tertiary Admission Rank. ATARs are calculated by Queensland Tertiary Admissions Centre (QTAC) and provides a standard measure of a student's overall academic achievement in comparison to other students who may have studied different subject combinations. The ATAR helps tertiary institutions select applicants for their courses by indicating each student's position relative to their peers.

It is expressed on a 2000-point scale, ranging from 99.95 at the highest to 0.00, with increments of 0.05. ATAR scores are reported in descending order, starting from 99.95 and decreasing by 0.05 down to 0.00. Scores below 30 are reported as "30.00 or less."

To be eligible for an ATAR a student must:

- complete five General subjects (Unit 3 and 4), or
- complete four General subjects (Unit 3 and 4), plus one Applied subject (Unit 3 and 4), or
- complete four General subjects (Unit 3 and 4), plus one completed VET qualification at AQF Certificate III level or above.
- successfully complete an English subject. Achieve a result of C or above in one of five QCAA English subjects — English, Essential English, Literature, English & Literature Extension or English as an Additional Language.

While students must satisfactorily complete an English subject to be eligible to receive an ATAR, the English result will not be included in the calculation of the ATAR unless it is one of the top five scaled results.

If the student is completing a Certificate III they will receive a Selection Rank, which can gain them access to University.

SENIOR EDUCATION PROFILE

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

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

For more information about the SEP see: www.qcaa.qld.edu.au/senior/certificates-qualifications/sep.

Senior Statement

The Senior Statement is a transcript of a student's learning account. The Senior Statement shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's senior school qualification, which is awarded to eligible students, usually at the end of Year 12. The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

Requesting a Printed Copy

Students may request a print copy of their SEP from the Queensland Curriculum and Assessment Authority (QCAA) for their convenience if they do not have access to a printer. The following timeframes and request methods apply:

Timeframe	Request method
End of year certification	Students can submit a request via their learning account by 31 January (of the year following certification). Print copies are free of charge and are posted in March, once applications for verification have been finalised.
Mid-year certification	Students can submit a request via their learning account by 31 August (in the year of certification). Print copies are free of charge and are posted in September, once applications for verification have been finalised.
Late applications	Requests received outside of the above timeframes will need to apply to the QCAA for a print copy. Payment will be required for each printed copy. Note: students are able to download their official SEP documents via their learning account at any time.

QCE REQUIREMENTS

Clontarf Beach State High School and the Department of Education expect all students completing Year 12 to attain their Queensland Certificate of Education (QCE).

The Queensland Curriculum and Assessment Authority (QCAA) issues a QCE to an eligible student when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements:

Receive a minimum of 20 QCE points

- Satisfactory completion, grade of C or better, of General or Applied subjects.
- Competency or qualification completion, pass or equivalent, of VET certificate course.

Completed core

- Accrue 12 QCE points through the full completion of core subjects.
- Core subjects include Applied and General subjects and VET courses.
  - Enrolled in an Applied or General subject for Units 1, 2, 3 and 4, and is reported as satisfactory or unsatisfactory in both Unit 1 and Unit 2, and achieves a final result of C or better in Units 3 and 4.
  - Completes a VET Certificate II, III or IV.
- Automatic relaxation of the studies that contribute to the completed Core applies only when a student changes between one QCAA Mathematics subject and another QCAA Mathematics subject, or between one QCAA English subject and another QCAA English subject.

Literacy and Numeracy

- Pass a minimum of one unit of a General or Applied English subject (ENG, ENE, LIT)
- Pass a minimum of one unit of a General or Applied Mathematics subject (MAS, MAM, MAG, MAE).

Accruing QCE Points

QCAA syllabus	Set standard	QCE credits
Applied subjects (including Essential)		*4 (maximum credit available)*
Unit 1	Satisfactory	1
Unit 2	Satisfactory	1
Units 3 and 4	Final result of C or better	2
General subject		*4 (maximum credit available)*
Unit 1	Satisfactory	1
Unit 2	Satisfactory	1
Units 3 and 4	Final result of C or better	2

VET qualification	Set standard	QCE credits
Certificate II	Completed qualification	4 (maximum credit available)
Certificate III and IV	Completed qualification	8 (maximum credit available)

Credits	Hours
8	440+
7	385–439
6	330–384
5	< 330

SUBJECT FEES 2026-27

Year 10

Subject	Course Code	Year 10
Dance Excellence	DNX	$30.00
Engineering Skills	ESK	$100.00
Furnishing	FRN	$100.00
Fashion and Design	FAD	$85.00
Hospitality	HPT	$100.00
Music Excellence	MEX	$20.00
Science Extension	SCX	$18.00

Year 11 & 12

General Subjects

Subject	Course Code	Year 11	Year 12
Ancient History	AHS	$50.00	$50.00
Biology	BIO	$30.00	$30.00
Drama	DRA	$70.00	$70.00
General English	ENG	$25.00	$25.00
Literature	LIT	$25.00	$25.00
Marine Science	MRN	$150.00	$20.00
Physical Education	PED	$20.00	$20.00
Physics	PHY	$50.00	$50.00

Applied Subjects

Subject	Course Code	Year 11	Year 12
Aquatic Practices	AQP	$150.00	$20.00
Dance in Practice	DIP	$55.00	$55.00
Early Childhood	ECS	$25.00	$25.00
Fashion	FAS	$85.00	$85.00
Furnishing Skills	FUR	$75.00	$90.00
Music in Practice	MUP	$50.00	$50.00
Science in Practice	SCP	$20.00	$20.00
Sports and Recreation Studies	REC	$70.00	$85.00
Tourism	TOU	$90.00	$140.00
Visual Arts in Practice	VAP	$90.00	$90.00

VET Courses – Internal RTO

Subject	Course Code	Year 11	Year 12
Certificate II Hospitality	VCN	$180.00	$180.00

*Please note – all fees and subsidies are subject to change without notice.

VET COURSE FEES 2026-27

VET Course Fees 2025-26

BSB30120 Certificate III in Business (VBU)

This is a stand-alone course delivered by **Binnacle Training** – Certificate III in Business.

Fees:

Full Fee Paying
$395 – Cert III qualification (year 11, 12)
$20 – Cost of excursions (year 11)
$10 – Cost of excursions (year 12)
$20 – Seed funding for selling project (Year 12)
$445 – Total cost

HLT33115 Certificate III in Heath Services Assistance (including HLT23221 Certificate II in Health Support Services) (VHA)

This is a dual certificate course delivered by **Connect 'n' Grow** – Certificate III in Heath Services Assistance + Certificate II in Heath Support Services.

Program Structure:

Year 11 – Certificate II in Heath Support Services (Government subsidy may be available)
Year 12 – Certificate III in Heath Services Assistance

Fees:

Externally Subsidised	Full Fee Paying
$0 – Cert II entry qualification (year 11)	**$599** – Cert II entry qualification (year 11)
$20 – Cost for excursions (year 11)	**$20** – Cost for excursions (year 11)
$599 – Cert III qualification (year 12)	**$599** – Cert III qualification (year 12)
$20 – Cost of excursions (year 12)	**$20** – Cost of excursions (year 12)
$639 – Total cost	**$1238 – Total cost**
$450 – School subsidised cost to parents	

*Please note – all fees and subsidies are subject to change without notice.

VET COURSE FEES 2026-27

SIS30321 Certificate III in Fitness / SIS20122 Certificate II in Sport and Recreation (VFI)

This is a dual certificate course delivered by **Binnacle Training** – Certificate III in Fitness + Certificate II in Sport and Recreation.

Program Structure:

Year 11 – Certificate II in Sport and Recreation (Government subsidy may be available) – max. of 4 QCE points

Year 12 – Certificate III in Fitness – max. of 4 QCE points

Fees:

Externally Subsidised	Full Fee Paying
$0 – Cert II entry qualification (year 11)	**$395** – Cert II entry qualification (year 11)
$20 – Cost of excursions (year 11)	**$20** – Cost of excursions (year 11)
$100 – Cert III gap fee (year 12)	**$100** – Cert III gap fee (year 12)
$20 – Cost of excursions (year 12)	**$20** – Cost of excursions (year 12)
$75 – First aid certificate costs	**$75** – First aid certificate costs
$215 – Total cost	**$610 – Total cost**

Alternate Program Structure & Fees:

For students who select the Applied subject Sports and Recreation (REC), to avoid duplication of learning, students can enrol in the stand-alone Certificate III in Fitness (not supported by government funding).

QCE point allocation:

Sports and Recreation (REC - Applied) – 4 QCE points

Certificate III in Fitness (VET) – max. of 8 QCE points

Fees are as follows:

Full Fee Paying
$495 – Cert III qualification (year 11, 12)
$20 – Cost of excursions (year 11)
$20 – Cost of excursions (year 12)
$75 – First aid certificate costs
$610 – Total cost

*Please note – all fees and subsidies are subject to change without notice.

VET COURSE FEES 2026-27

CPC20220 Certificate II in Construction Pathways (VCN)

This is a stand-alone course delivered by **Blue Dog Training** - Certificate II in Construction Pathways (Government subsidy may be available).

Fees:

Externally Subsidised	Full Fee Paying
$0 – Cert I qualification (year 11, 12) **$0** – Consumables (year 11) **$0** – Consumables (year 12) **$0 – Total cost**	**$1,200** – Cert I qualification (year 11, 12) **$50** – Consumables (year 11) **$50** – Consumables (year 12) **$1,300 – Total cost**

MEM20422 Certificate II in Engineering Pathways (VEP)

This is a stand-alone course delivered by **Blue Dog Training** - Certificate II in Engineering Pathways (Government subsidy may be available).

Fees:

Externally Subsidised	Full Fee Paying
$0 – Cert II qualification (year 11, 12) **$0** – Consumables (year 11) **$0** – Consumables (year 12) **$0** – Total cost	**$1,200** – Cert II qualification (year 11, 12) **$50** – Consumables (year 11) **$50** – Consumables (year 12) **$1,300** – Total cost

CPC20220 Certificate II in Construction Pathways(VCN) & MEM20422 Certificate II in Engineering Pathways (VEP)

Students can choose both the Certificate II in Construction Pathways and Certificate II in Engineering Pathways. In doing so, the Government subsidy may cover the fee for service of both Certificates.

Externally Subsidised	Full Fee Paying
$0 – Cert I qualification (year 11, 12), Cert II qualification (year 11, 12) **$50** – Consumables (year 11) **$50** – Consumables (year 12) **$100** – Total cost	**$1,200** – Cert II Construction qualification (year 11, 12) **$1,200** – Cert II Engineering Pathways qualification (year 11, 12) **$50** – Consumables (year 11) **$50** – Consumables (year 12) **$2,500** – Total cost

*Please note – all fees and subsidies are subject to change without notice.

ENGLISH

YEAR 10

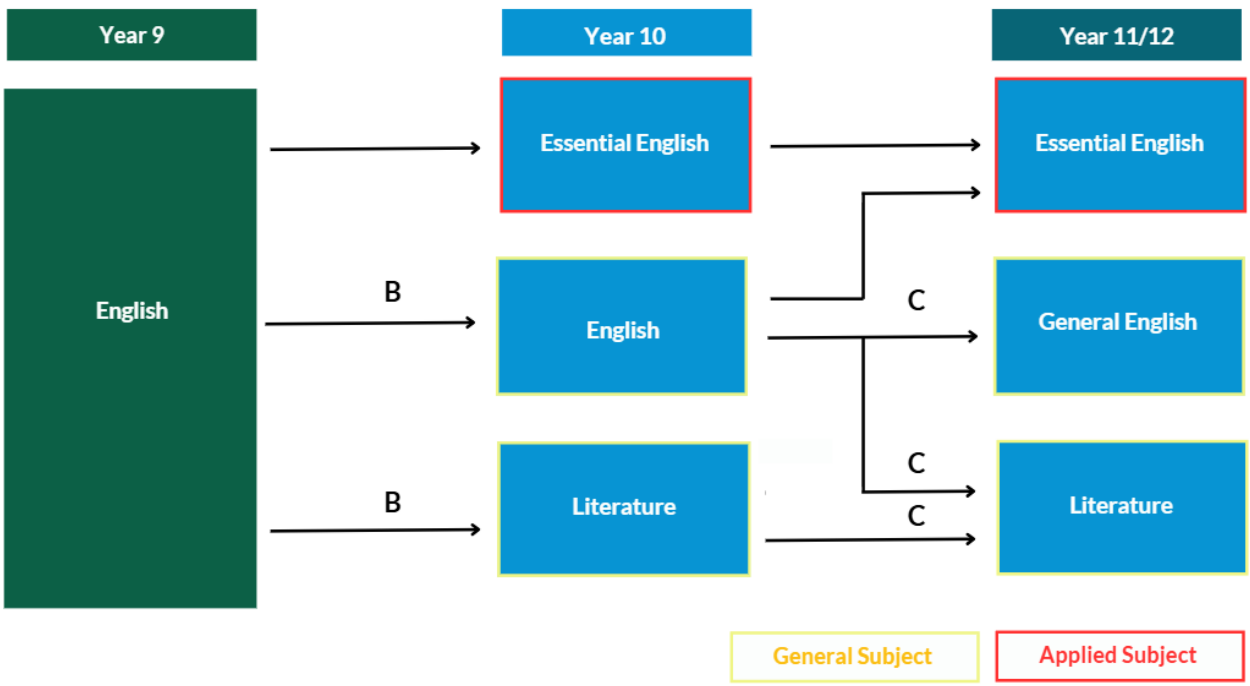
Essential English
English
Literature

YEAR 11/12

Essential English
General English
Literature

ENGLISH

PATHWAY CHART



YEAR 10– ESSENTIAL ENGLISH

Course Overview

Year 10 Essential English develops students' language, literature and literacy skills, enabling them to interact confidently and effectively with others in everyday, community and social contexts.

It is compulsory to study an English subject in Years 10, 11 and 12.

Recommended Levels of Achievement

All students are eligible to select Year 10 Essential English.

Future Pathways

This subject prepares students for the Essential English pathway in Years 11 and 12, which can lead to TAFE, employment, traineeships and apprenticeships.

Course Structure

Course content is derived from the Australian Curriculum V9. Course topics may include:

- Unit 1 – Writing a Memoir
- Unit 2 – Film Study
- Unit 3 – Novel Study
- Unit 4 – Persuasive Writing

Assessment Types

Students will complete a range of assessment types in order to prepare them for the relevant senior syllabus.

These may include:

- Extended response — spoken/signed response
- Extended response — Multimodal response
- Extended response — Written response
- Examination — short response examination

YEAR 10– ENGLISH

Course Overview

English develops students as independent, innovative and creative learners and thinkers through the study of both literary and non-literary texts. Students learn to appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations. They create a range of texts, including a persuasive speech, and build their capacity to communicate confidently and effectively in a variety of contexts.

It is compulsory to study an English subject in Years 10, 11 and 12.

Recommended Levels of Achievement

Students should achieve a B in Year 9 English to select Year 10 English.

Future Pathways

Year 10 English prepares students for General English in Years 11 and 12, supporting a university pathway. General English or Literature must be studied in Years 11 and 12 to be eligible for an ATAR.

Course Structure

Course content is derived from the Australian Curriculum V9. Course topics may include:

- Unit 1 – Dystopian Short Stories
- Unit 2 – Film Study
- Unit 3 – Novel Study
- Unit 4 – *Romeo and Juliet*

Assessment Types

Students will complete a range of assessment types in order to prepare them for the relevant senior syllabus.

These may include:

- Spoken persuasive response
- Written response for a public audience
- Examination – extended response
- Extended response — Written response

YEAR 10– LITERATURE

Course Overview

Literature focuses on the study of literary texts to develop students as independent, innovative and creative learners and thinkers. Students explore how language shapes meaning and how texts reflect and challenge social, cultural and historical contexts. They analyse literary critiques, reimagine texts from new perspectives, and create both analytical and imaginative responses.

It is compulsory to study an English subject in Years 10, 11 and 12.

Recommended Levels of Achievement

Students should achieve a B in Year 9 English to select Year 10 Literature.

Future Pathways

Year 10 Literature prepares students for the General Literature pathway in Years 11 and 12, supporting a university pathway. General English or Literature must be studied in Years 11 and 12 to be eligible for an ATAR.

Course Structure

Course content is derived from the Australian Curriculum V9. Course topics may include:

- Unit 1 – Novel Study
- Unit 2 – Short Stories
- Unit 3 – Film Study
- Unit 4 – *Romeo and Juliet*

Assessment Types

Students will complete a range of assessment types in order to prepare them for the relevant senior syllabus.

These may include:

- Examination — extended response
- Imaginative response — spoken or multimodal
- Imaginative response — written
- Extended response — Written response

YEAR 11/12 – ESSENTIAL ENGLISH

Course Overview

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

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

Course Objectives

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

Recommended Levels of Achievement

All students are eligible to select Essential English.

Future Pathways

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

Course Structure

Unit 1 – Language that works

- Responding to a variety of texts used in and developed for a work context. Creating multimodal and written texts.

Unit 2 – Texts and human experiences

- Responding to reflective and nonfiction texts that explore human experiences. Creating spoken and written texts.

Unit 3 – Language that influences

- Creating and shaping perspectives on community, local and global issues in texts. Responding to texts that seek to influence audiences.

Unit 4 – Representations and popular culture texts

- Responding to popular culture texts. Creating representations of Australian identifies, places, events and concepts.

Assessment Types

- Extended response — spoken/signed response
- Extended response — Multimodal response
- Extended response — Written response
- Common internal assessment (CIA) — short response examination

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

In Units 3 and 4 students complete four summative assessments: three summative internal assessments and the QCAA designed common internal assessment (CIA). Students will receive an overall subject result (A–E).

YEAR 11/12 – GENERAL ENGLISH

Course Overview

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

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

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

Course Objectives

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

Recommended Levels of Achievement

Students should achieve a C in Year 10 English to be successful in Year 11 English.

Future Pathways

Teacher, Journalist, Marketing Officer, Communications Advisor, Editor, Public Relations Officer, Engineer, Doctor, Lawyer, Scientist.

Course Structure

Unit 1 – Perspectives and texts

- Students explore individual and/or collective experiences and perspectives of the world through engaging with a variety of texts in a range of contexts.

Unit 2 – Texts and culture

- Students explore cultural experiences of the world through engaging with a variety of texts.

Unit 3 – Textual connections

- Students explore connections between texts by examining representations of the same concepts and issues in different texts.

Unit 4 – Close study of literary texts

- Students explore the world and human experience by engaging with literary texts from diverse times and places.

Assessment Types

- Spoken persuasive response (up to 8 minutes)
- Written response for a public audience (up to 1500 words)
- Examination – extended response (120 minutes)

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

In Units 3 and 4 students complete four summative assessments: 3 internal assessments and an external exam. 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).

YEAR 11/12 - LITERATURE

Course Overview

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

- 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.

Course Objectives

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

Recommended Levels of Achievement

Students should achieve a C in either Year 10 English or Year 10 Literature to be successful in Year 11 Literature.

Future Pathways

Writer, Editor, Academic, Publisher, Arts Administrator, Communications Specialist, Lawyer, Author, Screenwriter, Copywriter.

Course Structure

Unit 1 – Introduction to literary studies

- Students develop knowledge and understanding of the ways literary styles and structures shape how texts are received and responded to by individual readers and audiences.

Unit 2 – Intertextuality

- Students develop knowledge and understanding of the ways literary texts connect with each other.

Unit 3 – Literature and identity

- Students develop knowledge and understanding of the relationship between language, culture and identity in literary texts.

Unit 4 – Independent explorations

- Students demonstrate increasing independence in exploring, interpreting, analysing and appreciating the aesthetic appeal of literary texts and the insights they offer.

Assessment Types

- Examination — extended response (120 minutes)
- Imaginative response — spoken (up to 8 minutes) or
- Multimodal (up to 9 minutes)
- Imaginative response — written (up to 2000 words)

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

In Units 3 and 4 students complete four summative assessments: 3 internal assessments and an external exam. 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).

MATHEMATICS

YEAR 10

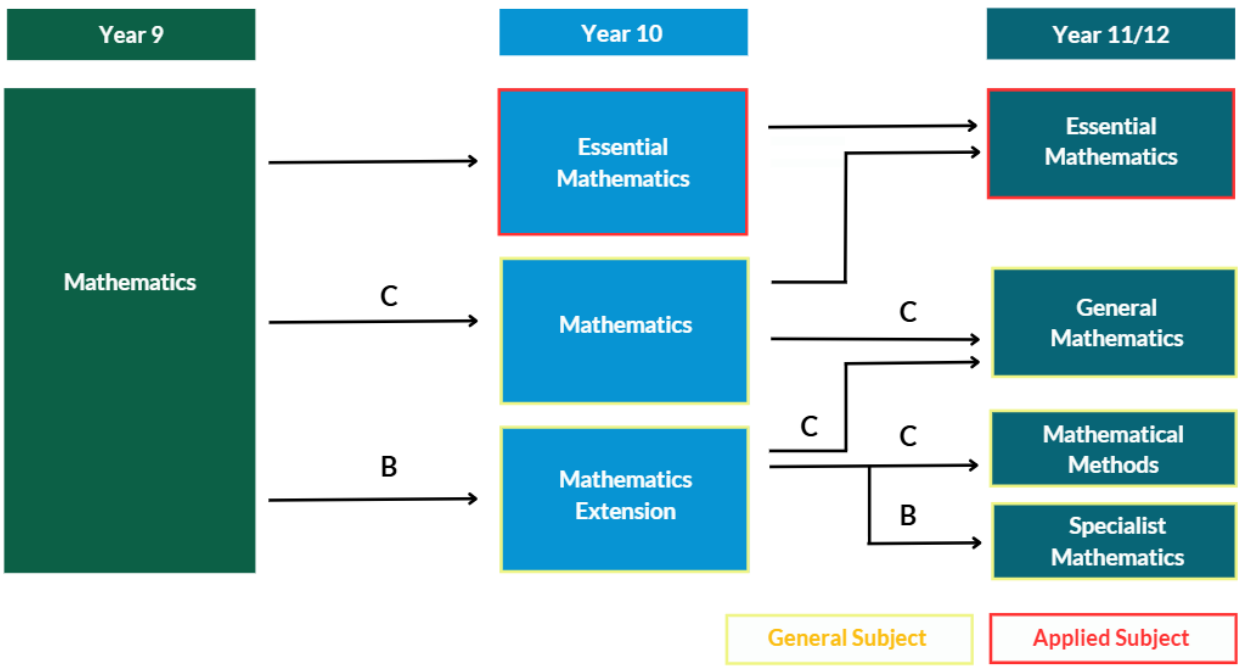
Essential Mathematics
Mathematics
Mathematics Extension

YEAR 11/12

Essential Mathematics
General Mathematics
Mathematical Methods
Specialist Mathematics

MATHEMATICS

PATHWAY CHART



YEAR 10– ESSENTIAL MATHEMATICS

Course Overview

Year 10 Essential Mathematics is the foundation course that covers the Australian Curriculum. The subject will provide students with the essential knowledge necessary to prepare them for Year 11 Essential Maths. Mathematics is compulsory in year 10.

Recommended Levels of Achievement

All students are eligible to select Year 10 Essential Mathematics.

Future Pathways

This subject prepares students for the Essential Mathematics pathway in years 11 and 12, leading to TAFE, employment, traineeships and apprenticeships.

Course Structure

Course content is derived from the Australian Curriculum V9. Course topics may include:

- Number
- Measurement
- Statistics
- Probability

Assessment Types

Students will complete a range of assessment types in order to prepare them for the relevant Senior Syllabus.

These may include:

- Exams
- Problem Solving and Modelling Tasks (PSMT)

YEAR 10– MATHEMATICS

Course Overview

Year 10 General Mathematics is the course that covers the Australian Curriculum in greater depth. The subject will provide students with mathematical knowledge and skills that are necessary to prepare for Year 11 General Mathematics which contributes to ATAR pathway in year 11 and 12. Mathematics is compulsory in year 10.

Recommended Levels of Achievement

Students should achieve a C in Year 9 Mathematics in order to select Year 10 Mathematics.

Future Pathways

This subject prepares students for the General Mathematics pathway in years 11 and 12, leading to TAFE, supporting university study.

Course Structure

Course content is derived from the Australian Curriculum V9. Course topics may include:

- Number & Algebra
- Measurement
- Statistics
- Probability

Assessment Types

Students will complete a range of assessment types in order to prepare them for the relevant Senior Syllabus.

These may include:

- Exams
- Problem Solving and Modelling Tasks (PSMT)

YEAR 10– MATHEMATICS EXTENSION

Course Overview

Year 10 Extension Mathematics (General) is the course that covers the Australian Curriculum in greater depth with extended study of Algebra, Functions, Trigonometry, Measurement and Statistics. The subject will provide students with extended mathematical knowledge and skills that are necessary to prepare for Year 11 Mathematical Methods and Specialists Mathematics, which contributes to ATAR pathway in year 11 and 12. Mathematics is compulsory in year 10.

Recommended Levels of Achievement

Students should achieve a B in Year 9 Mathematics in order to select Year 10 Mathematics Extension.

Future Pathways

This subject prepares students for the Mathematical Methods and Specialist Mathematics pathway in years 11 and 12, supporting university study.

Course Structure

Course content is derived from the Australian Curriculum V9. Course topics may include:

- Number & Algebra
- Measurement
- Statistics
- Probability

Assessment Types

Students will complete a range of assessment types in order to prepare them for the relevant Senior Syllabus.

These may include:

- Exams
- Problem Solving and Modelling Tasks (PSMT)

YEAR 11/12 – ESSENTIAL MATHEMATICS

Course Overview

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

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities.

Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

Course Objectives

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

Recommended Levels of Achievement

All students are eligible to select Essential Mathematics.

Future Pathways

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

Course Structure

Unit 1: Number, data and graphs

- Fundamental topic: Calculations. Number. Representing data. Graphs**.**

Unit 2: Money, travel and data

- Fundamental topic: Calculations. Managing money. Time and motion. Data collection.

Unit 3: Measurement, scales and data

- Fundamental topic: Calculations. Measurement. Scales, plans and models. Summarising and comparing data

Unit 4: Graphs, chance and loans

- Fundamental topic: Calculations. Bivariate graphs. Probability and relative frequencies. Loans and compound interest

Assessment Types

- Problem-solving and modelling task
- Examination
- Common internal 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.

YEAR 11/12 – GENERAL MATHEMATICS

Course Overview

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

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens.

Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world.

When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

Course Objectives

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

Recommended Levels of Achievement

Students should achieve a C in either Year 10 Mathematics or Year 10 Mathematics Extension to be successful in Year 11 General Mathematics.

Future Pathways

Business Manager, Tradesperson, Retail Analyst, Logistics Coordinator, Real Estate Agent, Administrative Officer.

Course Structure

Unit 1 – Money, measurement, algebra and linear equations

Students explore consumer arithmetic, shape and measurement, similarity and scale, algebraic techniques, and linear equations and graphs. Applications include budgeting, geometric calculations, and modelling with linear relationships.

Unit 2 – Applications of linear equations and trigonometry, matrices and univariate data analysis

Students apply linear equations to real-world problems, solve trigonometric problems involving non-right-angled triangles, use matrices for modelling, and analyse univariate data using statistical techniques and graphical displays.

Unit 3 – Bivariate data and time series analysis, sequences and Earth geometry

Students investigate associations between variables, model time series data, explore arithmetic and geometric sequences for growth and decay, and solve problems involving Earth geometry and time zones.

Unit 4 – Investing and networking

Students study financial mathematics including loans, annuities and perpetuities, and apply network theory to decision-making problems such as project planning, flow networks, and assignment optimisation using algorithms.

Assessment Types

- Problem-solving and modelling task — written (up to 2000 words)
- Examination — short response (90 minutes)
- Examination— combination response (2 x 90 minutes)

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).

YEAR 11/12 – MATHEMATICAL METHODS

Course Overview

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum.

Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

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

Course Objectives

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

Recommended Levels of Achievement

Students should achieve a C in Year 10 Mathematics Extension to be successful in Year 11 Mathematical Methods.

Future Pathways

Engineer, Economist, Data Analyst, Statistician, Software Developer, Financial Analyst.

Course Structure

Unit 1 – Surds, algebra, functions and probability

Students develop skills in simplifying and manipulating surds, solving quadratic and cubic equations, exploring functions and relations, graphing trigonometric functions, and applying probability concepts including conditional probability and independence.

Unit 2 – Calculus and further functions

Students investigate exponential and logarithmic functions, learn differentiation from first principles, apply derivatives to curve sketching and motion problems, and use rules for differentiating composite, product and quotient functions.

Unit 3 – Further calculus and introduction to statistics

Students extend differentiation to exponential, logarithmic and trigonometric functions, apply second derivatives to optimisation, begin integration as anti-differentiation, and explore discrete random variables including Bernoulli and binomial distributions.

Unit 4 – Further calculus, trigonometry and statistics

Students apply definite integrals to area problems, use sine and cosine rules in trigonometry, model continuous random variables with the normal distribution, and develop statistical inference through sampling and confidence intervals for proportions.

Assessment Types

- Problem-solving and modelling task — written (up to 2000 words)
- Examination — short response (90 minutes)
- Examination— combination response (2 x 90 minutes)

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).

YEAR 11/12 – SPECIALIST MATHEMATICS

Course Overview

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.

Course Objectives

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

Recommended Levels of Achievement

Students should achieve a B in Year 10 Mathematics Extension to be successful in Year 11 Specialist Mathematics.

Future Pathways

Mathematician, Engineer, Data Scientist, Physicist, Actuary, Software Developer.

Course Structure

Unit 1 – Combinatorics, proof, vectors and matrices

Students study counting techniques, permutations and combinations, introductory proof methods, vectors in two dimensions, and matrix operations up to 2×2 matrices.

Unit 2 – Complex numbers, further proof, trigonometry, functions and transformations

Students explore complex numbers and the Argand plane, circle and geometric proofs, trigonometric identities and functions, and matrix transformations in the plane.

Unit 3 – Further complex numbers, proof, vectors and matrices

Students extend their understanding of complex numbers, mathematical induction, vectors in three dimensions, vector calculus, and matrix applications including systems of equations.

Unit 4 – Further calculus and statistical inference

Students apply advanced integration techniques, solve differential equations, model motion, and explore statistical inference including confidence intervals and sample means.

Assessment Types

- Problem-solving and modelling task — written (up to 2000 words)
- Examination — short response (90 minutes)
- Examination— combination response (2 x 90 minutes)

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).

SCIENCE

YEAR 10

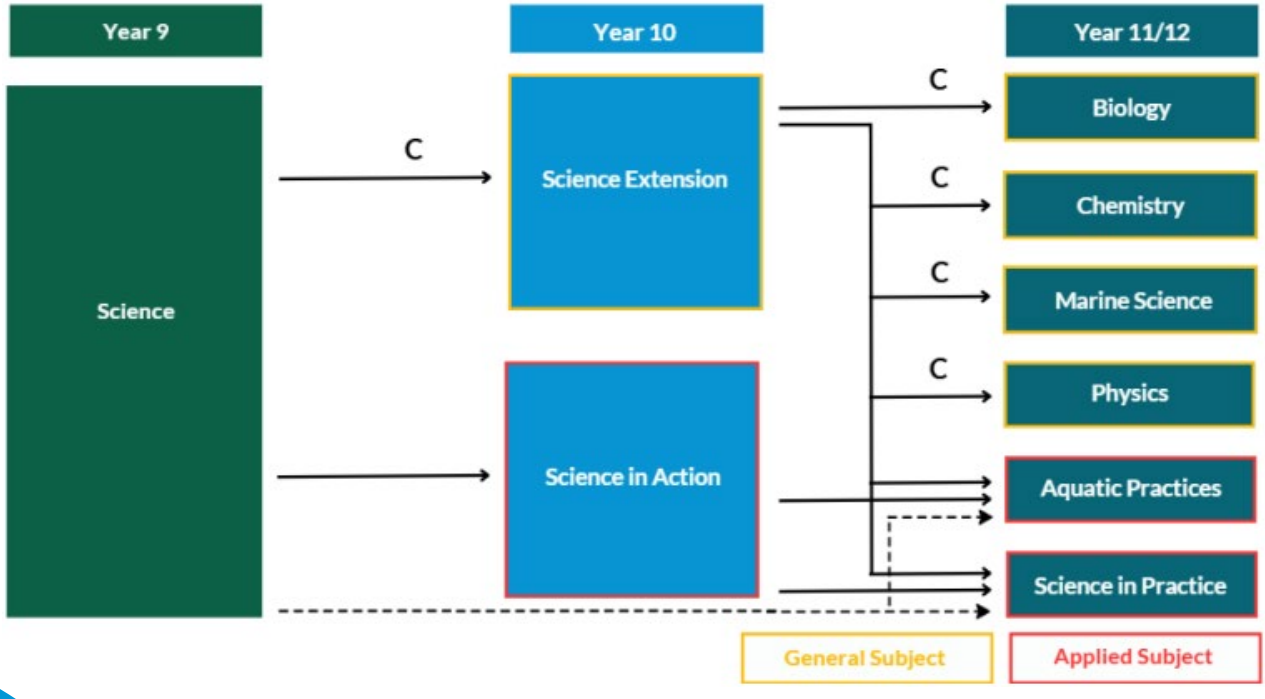
Science Extension
Science In Action

YEAR 11/12

Aquatic Practices
Biology
Chemistry
Marine Science
Physics
Science in Practice

SCIENCE

PATHWAY CHART



YEAR 10– SCIENCE IN ACTION

Course Overview

Science in Action is an engaging and practical subject that focuses on the application of Biology, Chemistry, Marine Science, Physics, Earth and Space Sciences to real world problems and practical contexts such as citizen science and examining car safety and motion. Students will develop essential knowledge and problem-solving skills, through the completion of applied investigations and practical projects.

Recommended Levels of Achievement

All students are eligible to select Year 10 Science in Action.

Future Pathways

This subject prepares students for senior Applied subjects, Aquatic Practices and/or Science in Practice. Science in Action is suitable for students interested in vocational education and work pathways.

Course Structure

Course content is derived from the Australian Curriculum V9. Course topics may include:

- Unit 1 – Consumer Science
- Unit 2 – Genetics and Evolution (Aquaculture)
- Unit 3 – Transport, Safety and Boat Design
- Unit 4 – Climate Change (Citizen Science)

Assessment Types

Students will complete a range of assessment types in order to prepare them for the relevant Senior Syllabus.

These may include:

- Applied investigation
- Practical project

YEAR 10– SCIENCE EXTENSION

Course Overview

Science Extension develops students' scientific understanding and inquiry skills through focussed units which encompass Biology, Chemistry, Marine Science, Physics and Earth and Space Sciences disciplines. Students design and conduct experiments to address research questions and analyse a variety of data and information identify and explain patterns and trends. Students will have the opportunity to attend excursions and participate in workshops throughout the year.

Recommended Levels of Achievement

Students should achieve a C in Year 9 Science to select Year 10 Science Extension.

Future Pathways

This subject prepares students for General science subjects, leading to a university pathway. Any students considering studying Biology, Chemistry, Marine Science and/or Physics should elect Science Extension. Additionally, some Australian Defence Force roles require completion of Year 10 Science.

Course Structure

Course content is derived from the Australian Curriculum V9. Course topics may include:

- Unit 1 - Chemistry
- Unit 2 - Biology
- Unit 3 – Physics and Space Science
- Unit 4 – Earth and Marine Science

Assessment Types

- Data test
- Student experiment
- Research investigation
- Examination – combination response

YEAR 11/12 – AQUATIC PRACTICES

Course Overview

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

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

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

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

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

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

Course Objectives

- Describe ideas and phenomena.
- Execute procedures.
- Analyse information.
- Interpret information.
- Evaluate conclusions and outcomes.
- Plan investigations and projects.

Recommended Levels of Achievement

All students are eligible to select Aquatic Practices.

It is recommended that students undertake either Year 10 Science Extension or Year 10 Science in Action to be successful in Year 11 Aquatic Practices.

Future Pathways

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. Students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens.

Course Structure

Unit 1: Aquariums and aquaculture

Unit 2: Aquatic ecosystems

Unit 3: Recreational and commercial fishing

Unit 4: Using the aquatic environment

Assessment Types

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

Applied investigation – Students investigate a research question by collecting, analysing and interpreting primary or secondary information.

Practical project – Students use practical skills to complete a project in response to a scenario.

YEAR 11/12 – BIOLOGY

Course Overview

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.

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Course Objectives

- Describe ideas and findings.
- Apply understanding.
- Analyse data.
- Interpret evidence.
- Evaluate conclusions, claims and processes.
- Investigate phenomena.

Recommended Levels of Achievement

Students should achieve a C in Year 10 Science Extension to be successful in Year 11 Biology.

Future Pathways

Further education and employment in the fields of biology, medicine, genetics, environmental science, physiotherapy, microbiology, research, veterinary, food and marine science, agriculture, biotechnology, biosecurity, quarantine, education, conservation and sustainability.

Course Structure

Unit 1 – Cells and multicellular organisms

Students explore cell structure and function, cellular processes, and the organisation of multicellular organisms, including nutrient and gas exchange and plant physiology.

Unit 2 – Maintaining the internal environment

Students investigate homeostasis, the nervous and endocrine systems, immune responses, and epidemiology, including disease transmission and control strategies.

Unit 3 – Biodiversity and the interconnectedness of life

Students study ecosystems, species interactions, classification systems, population dynamics, and ecological succession, with a focus on biodiversity and ecosystem functioning.

Unit 4 – Heredity and continuity of life

Students examine genetics, patterns of inheritance, DNA technologies, and evolutionary processes that explain the continuity and diversity of life on Earth.

Assessment Types

- Data test
- Student experiment — written
- Research investigation — written
- Examination – combination response

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).

YEAR 11/12 – CHEMISTRY

Course Overview

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.

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

Course Objectives

- Describe ideas and findings.
- Apply understanding.
- Analyse data.
- Interpret evidence.
- Evaluate conclusions, claims and processes.
- Investigate phenomena.

Recommended Levels of Achievement

Students should achieve a C in Year 10 Science Extension to be successful in Year 11 Chemistry.

Future Pathways

Further education and employment in the fields of chemical engineering, forensic science, environmental science, toxicology, forensic science, medicine, pharmacy, education and sports science.

Course Structure

Unit 1 – Chemical fundamentals: structure, properties and reactions

Students explore atomic theory, chemical bonding, and the structure and properties of elements and compounds, including energy changes in chemical reactions.

Unit 2 – Molecular interactions and reactions

Students investigate intermolecular forces, gases, aqueous solutions, acidity, and rates of reaction, applying models to explain and predict chemical behaviour.

Unit 3 – Equilibrium, acids and redox reactions

Students study reversible reactions, acid–base equilibrium, oxidation and reduction processes, and electrochemical cells.

Unit 4 – Structure, synthesis and design

Students explore organic chemistry, synthesis and design, focusing on functional groups, reaction pathways, and the development of new materials and products.

Assessment Types

- Data test
- Student experiment — written
- Research investigation — written
- Examination – combination response

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).

YEAR 11/12 – MARINE SCIENCE

Course Overview

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

Marine Science aims to develop students':

- sense of wonder and curiosity about the complexity of marine life and a respect for all living things and the environment
- appreciation of global stewardship, which involves an understanding of the value systems associated with the marine environment and its importance in maintaining biological support systems
- interpretation of scientific evidence to make judgments and decisions about the effective management of the marine environment
- investigative skills that can be used to evaluate environmental issues and their potential to affect the fragility of marine environments
- understanding of how marine systems interact and are interrelated; the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major marine science concepts, theories and models related to marine systems at all scales, from species to ecosystem
- appreciation of how marine knowledge has developed over time and continues to develop; how scientists use marine science in a wide range of applications; and how marine knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate marine science understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Course Objectives

- Describe ideas and findings.
- Apply understanding.
- Analyse data.
- Interpret evidence.
- Evaluate conclusions, claims and processes.
- Investigate phenomena.

Recommended Levels of Achievement

Students should achieve a C in Year 10 Science Extension to be successful in Year 11 Marine Science.

Future Pathways

Further education and employment in the fields of marine science, oceanography, environmental science, fisheries, aquaculture, conservation, biotechnology, biosecurity, quarantine, education, conservation and sustainability.

Course Structure

Unit 1 – Oceanography

Students explore how physical and chemical processes shape and define marine environments, investigating oceanographic forces and coastal change.

Unit 2 – Marine biology

Students examine how marine organisms are influenced by abiotic and biotic factors, investigating biodiversity, population dynamics, and environmental management.

Unit 3 – Marine systems — connections and change

Students study coral reef ecology, changes to the reef, and the connectivity between marine systems, focusing on the Great Barrier Reef and associated protected areas.

Unit 4 – Ocean issues and resource management

Students investigate how climate change and human use influence fisheries and marine resources, exploring fish population dynamics and sustainable management.

Assessment Types

- Data test
- Student experiment — written
- Research investigation — written
- Examination – combination response

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).

YEAR 11/12 – PHYSICS (ALTERNATIVE SEQUENCE)

Course Overview

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

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.

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Course Objectives

- Describe ideas and findings.
- Apply understanding.
- Analyse data.
- Interpret evidence.
- Evaluate conclusions, claims and processes.
- Investigate phenomena.

Recommended Levels of Achievement

Students should achieve a C in Year 10 Science Extension to be successful in Year 11 Physics.

Future Pathways

Further education and employment in the fields of data analysis, aviation, software development, research science, engineering, medicine, education and technology.

Course Structure

Unit 1 – Physics of motion

- Students explore the ways Physics is used to describe, explain and predict phenomena associated with forces, motion and gravitation.

Unit 2 – Einstein's famous equation

- Students develop an understanding of how the shortcomings of existing theories led to the development of the special theory of relativity and the Standard Model.

Unit 3 – The transfer and use of energy

- Students examine heating processes, waves and electrical circuits.

Unit 4 – Electromagnetism and quantum theory

- Students examine electromagnetism and quantum theory.

Assessment Types

- Data test
- Student experiment — written
- Research investigation — written
- Examination – combination response

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).

YEAR 11/12 – SCIENCE IN PRACTICE

Course Overview

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

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

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

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

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

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

Course Objectives

- Describe ideas and phenomena.
- Execute procedures.
- Analyse information.
- Interpret information.
- Evaluate conclusions and outcomes.
- Plan investigations and projects.

Recommended Levels of Achievement

All students are eligible to select Science in Practice.

It is recommended that students undertake either Year 10 Science Extension or Year 10 Science in Action in order to be successful in Year 11 Science in Practice.

Future Pathways

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

Course Structure

Unit 1: Sustainability

Unit 2: Ecology

Unit 3: Forensic Science

Unit 4: Transport

Assessment Types

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

Applied investigation – Students investigate a research question by collecting, analysing and interpreting primary or secondary information.

Practical project – Students use practical skills to complete a project in response to a scenario.

HUMANITIES

YEAR 10

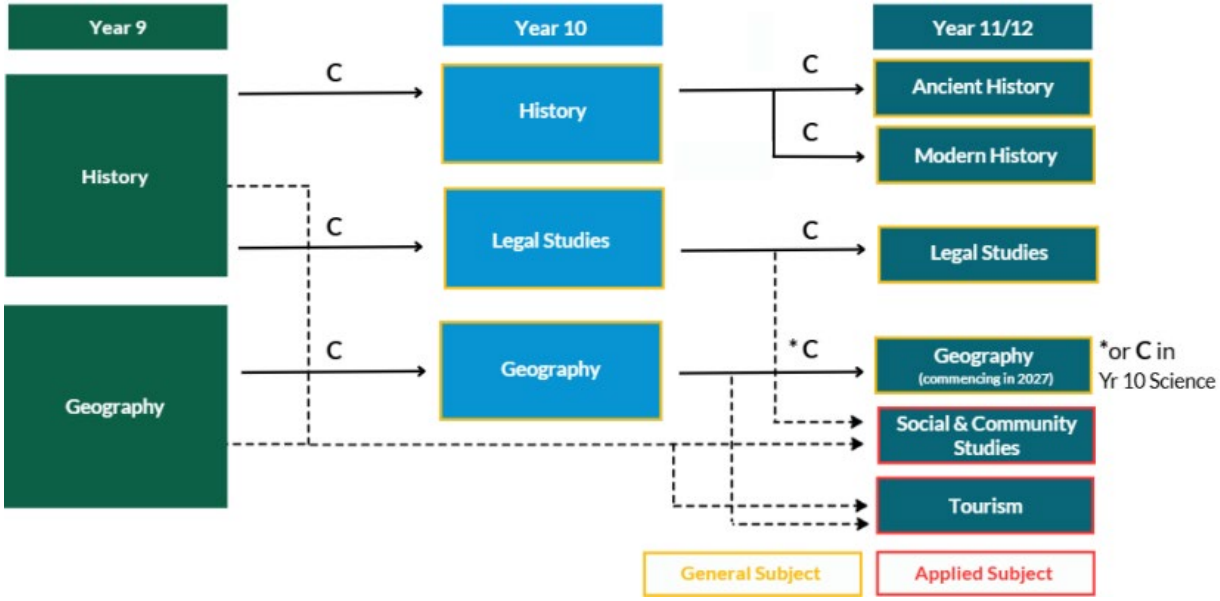
History
Legal Studies
Geography

YEAR 11/12

Ancient History
Modern History
Legal Studies
Geography
Social & Community Studies
Tourism

HUMANITIES

PATHWAY CHART



YEAR 10– GEOGRAPHY

Course Overview

Year 10 Geography explores environmental change and management, examining sustainability challenges and strategies in Australia and beyond. Students also study human wellbeing, investigating global and local inequalities, their causes, and efforts to reduce the gap. Through real-world case studies, students analyse diverse perspectives and develop an understanding of how environments and wellbeing vary across regions.

Recommended Levels of Achievement

Students should achieve a C in Year 9 Geography or Science in order to select Year 10 Geography.

Future Pathways

This course prepares students with the foundation knowledge and skills in preparation for Senior Geography (commencing in 2027).

Course Structure

Course content is derived from the Australian Curriculum V9. Course topics may include:

- Unit 1 - Natural Hazards
- Unit 2 - Environmental Management
- Unit 3 - Urban Environments
- Unit 4 - Development Geography

Assessment Types

Students will complete a range of assessment types in order to prepare them for the relevant Senior Syllabus.

These may include:

- Examination — short response
- Investigation — field report
- Investigation — data report
- Examination – extended response

YEAR 10– HISTORY

Course Overview

Year 10 History explores a combination of modern and ancient history to prepare students for success in Senior History courses. Students will investigate key events, time periods, and significant individuals to examine how societies have changed over time. Topics such as the Julio-Claudian emperors, the Renaissance, and the American Revolution allow students to explore themes of social and political change, as well as the shifting nature of people, power, and authority through a historical lens.

Recommended Levels of Achievement

Students should achieve a C in Year 9 History in order to select Year 10 History.

Future Pathways

This subject prepares students for Ancient and Modern History General pathways in year 11 and 12.

Course Structure

Course content is derived from the Australian Curriculum V9. Course topics may include:

- Unit 1 - Julio-Claudian Emperors
- Unit 2 - Renaissance
- Unit 3 - American Revolution
- Unit 4 - People, Power and Authority

Assessment Types

Students will complete a range of assessment types in order to prepare them for the relevant Senior Syllabus.

These may include:

- Examination — extended response
- Investigation — investigation - source analysis
- Investigation — investigation - historical essay
- Examination – short response

YEAR 10– LEGAL STUDIES

Course Overview

Year 10 Legal Studies explores Australia's legal system in both national and international contexts. Students examine how laws are created and interpreted, with a focus on areas such as human rights, law reform, and contemporary and youth legal issues. They study the role of the High Court and investigate how rights are protected. Students also explore Australia's global legal responsibilities and consider the values, rights, and responsibilities that underpin a democratic society.

Recommended Levels of Achievement

Students should achieve a C in Year 9 History in order to select Year 10 Legal Studies.

Future Pathways

This course prepares students with the foundation knowledge of law, legal systems and contemporary civics issues, which will support them in Senior Legal Studies.

Course Structure

Course content is derived from the Australian Curriculum V9. Course topics may include:

- Unit 1 - Crime and Punishment: Rules, Laws & Justice
- Unit 2 - Human Rights in the Real World
- Unit 3 - Law in Action: Youth and the Law
- Unit 4 - Law Reform and Contemporary Issues

Assessment Types

Students will complete a range of assessment types in order to prepare them for the relevant Senior Syllabus.

These may include:

- Examination — short response
- Investigation — inquiry report
- Investigation — analytical essay
- Examination — extended response

YEAR 11/12 – ANCIENT HISTORY

Course Overview

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments. Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

Course Objectives

- Devise historical questions and conduct research.
- Comprehend terms, concepts and issues.
- Analyse evidence from historical sources.
- Evaluate evidence from historical sources.
- Synthesise evidence from historical sources.
- Communicate to suit purpose.

Recommended Levels of Achievement

Students should achieve a C in Year 10 History to be successful in Year 11 Ancient History.

Future Pathways

Archaeologist, Historian, Museum Curator, Academic Researcher, Archivist, Teacher.

Course Structure

Unit 1 – Investigating the Ancient World

Students explore how historians construct understandings of the ancient past through archaeological and written sources. They examine issues of evidence, interpretation, and significance, and develop historiographical skills through topics such as archaeological sites and features of ancient societies.

Unit 2 – Personalities in Their Times

Students investigate significant individuals from the Ancient World, analysing their motivations, achievements, and representations over time. They explore the historical context of these personalities and evaluate the reliability of sources to understand their legacy and significance.

Unit 3 – Reconstructing the Ancient World

Students analyse archaeological and written sources to reconstruct significant historical periods. They examine political, social, religious, and economic institutions, and explore historiographical challenges, changing interpretations, and the contestable nature of history.

Unit 4 – People, Power and Authority

Students investigate how power and authority were gained, maintained, and challenged in the Ancient World. They study a historical period and a significant personality, analysing the exercise of power, its consequences, and the legacy of individuals in shaping history.

Assessment Types

- Examination — extended response (120 minutes)
- Investigation — investigation - source analysis (up to 2000 words)
- Investigation — investigation - historical essay (up to 2000 words)
- External assessment — short response (120 minutes)

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).

YEAR 11/12 – GEOGRAPHY (2027)

Course Overview

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales.

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. Fieldwork also encourages participation in collaborative learning and engagement with the world in which students live.

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.

In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, responding to land cover transformations, and planning for population change.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

Course Objectives

- Explain geographical processes.
- Comprehend geographic patterns.
- Analyse geographical data and information.
- Apply geographical understanding.
- Propose action.
- Communicate geographical understanding using appropriate forms of geographical communication.

Recommended Levels of Achievement

Students should achieve a C in Year 10 Geography to be successful in Year 11 Geography.

Future Pathways

Urban Planner, Environmental Consultant, GIS Analyst, Cartographer, Sustainability Officer, Geographer, Teacher.

Course Structure

Unit 1 – Responding to Risk and Vulnerability in Hazard Zones

Students investigate natural and ecological hazards, analysing risks and vulnerabilities in hazard zones. They explore case studies to understand impacts and propose actions to manage harm to people and environments using spatial technologies.

Unit 2 – Planning Sustainable Places

Students examine challenges to sustainable development in Australian places and a megacity in the developing world. They analyse liveability issues and propose planning strategies to improve conditions, supported by fieldwork and geographic inquiry.

Unit 3 – Responding to Land Cover Transformations

Students explore land cover changes and climate change at global and local scales. Through case studies and fieldwork, they analyse environmental impacts and propose sustainable land or water management strategies for a local area.

Unit 4 – Managing Population Change

Students study demographic and population changes over time and space. They investigate challenges for places in Australia and globally, using data and case studies to propose sustainable responses to population dynamics.

Assessment Types

- Examination — combination response (120 minutes)
- Investigation — field report (up to 2000 words)
- Investigation — data report (up to 2000 words)
- External assessment — combination response (120 minutes)

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).

YEAR 11/12 – LEGAL STUDIES

Course Overview

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.

Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to make recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different associated views, which are evaluated against legal criteria.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity.

Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes. Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

Course Objectives

- Comprehend legal concepts, principles and processes.
- Select legal information from sources.
- Analyse legal issues.
- Evaluate legal situations.
- Create responses that communicate meaning to suit the intended purpose.

Recommended Levels of Achievement

Students should achieve a C in Year 10 Legal Studies to be successful in Year 11 Legal Studies.

Future Pathways

Lawyer, Paralegal, Police Officer, Policy Advisor, Court Officer, Legal Assistant.

Course Structure

Unit 1 – Beyond reasonable doubt

Students explore the foundations of the Australian legal system and criminal law. Topics include legal principles, criminal investigation and trial processes, and sentencing. Students analyse how the legal system balances individual rights with societal needs and evaluate the effectiveness of criminal justice.

Unit 2 – Balance of probabilities

This unit focuses on civil law, including contract law and negligence. Students examine dispute resolution methods and evaluate how civil law protects rights and responsibilities. They apply legal reasoning to real-world scenarios involving contracts and duty of care.

Unit 3 – Law, governance and change

Students investigate the structure and function of government in Australia and Queensland, including the Constitution, law-making processes, and the role of courts. They explore how laws are reformed in response to societal change, and evaluate the effectiveness of governance and law reform.

Unit 4 – Human rights in legal contexts

Students examine human rights in national and international contexts. They explore Australia's obligations under international law, analyse contemporary human rights issues, and evaluate Australia's legal responses. Topics include treaties, the role of the UN, and rights protection in Australia.

Assessment Types

- Examination — combination response (120 minutes)
- Investigation — inquiry report (up to 2000 words)
- Investigation — analytical essay (up to 2000 words)
- External assessment — combination response (120 minutes)

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).

YEAR 11/12 – MODERN HISTORY

Course Overview

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

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 engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 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.

Course Objectives

- Devise historical questions and conduct research.
- Comprehend terms, concepts and issues.
- Analyse evidence from historical sources.
- Evaluate evidence from historical sources.
- Synthesise evidence from historical sources.
- Communicate to suit purpose.

Recommended Levels of Achievement

Students should achieve a C in Year 10 History to be successful in Year 11 Modern History.

Future Pathways

Historian, Policy Advisor, Journalist, Museum Curator, Diplomat, Teacher.

Course Structure

Unit 1 – Ideas in the Modern World

Students investigate significant ideas that have shaped the modern world, such as democracy, nationalism, imperialism, and communism. They explore the origins, development, and legacy of these ideas through selected historical contexts like revolutions, conflicts, and reforms.

Unit 2 – Movements in the Modern World

Students examine movements aimed at social change, including civil rights, independence, environmental, and equality movements. They analyse the causes, development, and impact of these movements, and how they have influenced contemporary society.

Unit 3 – National Experiences in the Modern World

Students explore how nations have responded to internal and external challenges, including wars, political reforms, and economic shifts. They study the development of national identity and the consequences of national decisions in shaping modern history.

Unit 4 – International Experiences in the Modern World

Students investigate global interactions such as wars, peace efforts, trade, migration, and cultural exchange. They analyse how international experiences have influenced global development and shaped the modern world.

Assessment

- Examination — extended response (120 minutes)
- Investigation — independent source analysis (up to 2000 words)
- Investigation — historical essay based on research (up to 2000 words)
- External assessment — short response exam (120 minutes)

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).

YEAR 11/12 – SOCIAL AND COMMUNITY STUDIES

Course Overview

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

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

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

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

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

Course Objectives

- Explain personal and social concepts and skills.
- Examine personal and social information.
- Apply personal and social knowledge.
- Communicate responses.
- Evaluate projects.

Recommended Levels of Achievement

All students are eligible to select Year 11 Social and Community Studies.

Future Pathways

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

Course Structure

Unit 1: Lifestyle and financial choices

Unit 2: Healthy choices for mind and body

Unit 3: Relationships and work environments

Unit 4: Legal and digital citizenship

Assessment Types

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

Applied investigation – multimodal (up to 7 minutes, 10 A4 pages etc.) or written (up to 1000 words).

- Students investigate a research question by collecting, analysing and interpreting primary or secondary information.

Practical project – item of communication (multimodal up to 5 minutes or 8 A4 pages, spoken up to 4 minutes or written up to 800 words) and evaluation (multimodal up to 5 minutes or 8 A4 pages etc., spoken up to 3 minutes or written up to 500 words).

- Students use practical skills to complete a project in response to a scenario.

Extended response – multimodal (up to 7 minutes, 10 A4 pages) , spoken (up to 7 minutes) or written (up to 1000 words)

- Students respond to stimulus related to issue that is relevant to the unit context.

YEAR 11/12 – TOURISM

Course Overview

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.

Course Objectives

- Explain tourism principles, concepts and practices.
- Examine tourism data and information.
- Apply tourism knowledge.
- Communicate responses.
- Evaluate projects.

Recommended Levels of Achievement

All students are eligible to select Year 11 Tourism.

Future Pathways

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

Course Structure

Unit 1: Tourism and travel

Unit 2: Tourism marketing

Unit 3: Tourism trends and patterns

Unit 4: Tourism industry and careers

Assessment Types

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

Investigation – multimodal (up to 7 minutes, 10 A4 pages etc.), spoken (up to 7 minutes) or written (up to 1000 words).

- Students investigate a unit related context by collecting and examining data and information.

Project – completed project and evaluation (multimodal up to 3 minutes or 6 A4 pages etc., spoken (up to 3 minutes) or written (up to 500 words)).

- Students develop a traveller information package for an international tourism destination.

PHYSICAL HEALTH & EDUCATION

Clontarf Beach State High School

YEAR 10

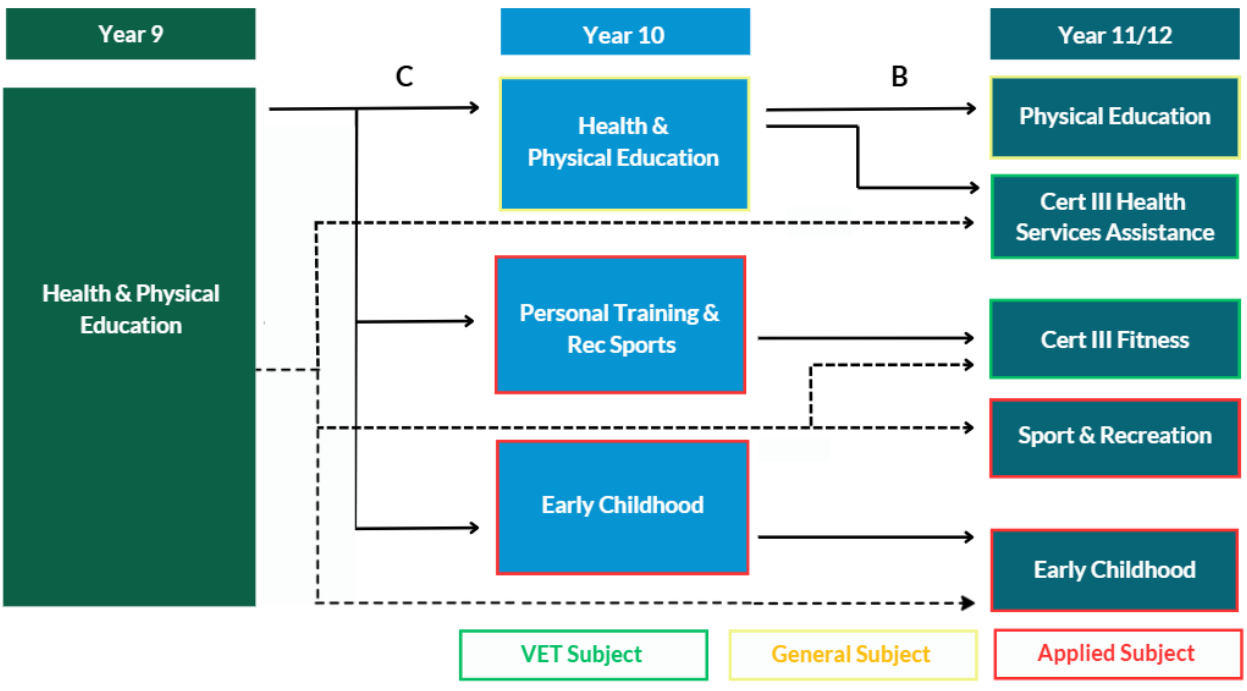
Health & Physical Education
Personal Training & Rec Sport
Early Childhood

YEAR 11/12

Early Childhood
Cert. III Fitness
Cert. III Health Services Assistance
Physical Education
Sport & Recreation

PHYSICAL HEALTH & EDUCATION

PATHWAY CHART



YEAR 10– EARLY CHILDHOOD

Course Overview

Year 10 Early Childhood is a practical and engaging course whereby students learn what it is like in the Childcare industry. The subject provides students with essential knowledge and real-world skills to care for children aged 0-5 years. Throughout the course, students learn literacy and numeracy games, nutrition for toddlers, physical activities to improve coordination, hygiene and care, and responsibilities associated with young children.

Recommended Levels of Achievement

All students are eligible to select Year 10 Early Childhood.

Future Pathways

Students should choose this subject if they enjoy being around young children, being creative and have an interest in education or childcare.

Course Structure

Course content is derived from the Australian Curriculum V9 as well as from the Senior Applied Syllabus. Course topics may include:

- Unit 1 – Childhood Development
- Unit 2 - Creativity and Play
- Unit 3 - Nutrition for Early Childhood
- Unit 4 - Child Safety and wellness

Assessment Types

Students will complete a range of assessment types in order to prepare them for the relevant Senior Syllabus.

These may include:

- Investigation
- Project
- Practicals

YEAR 10– HEALTH & PHYSICAL EDUCATION

Course Overview

Year 10 HPE is a mixture of the subjects 'Health' and 'Physical Education.' This course offers students the chance to engage in practical sports and physical pursuits as well as theory components. Topics will alternate between 'PE' and 'Health' on a term-by-term basis. Students will learn about motor learning, sport psychology, functional anatomy, discrimination in sport, personal resilience, systems of the body and mental health.

Recommended Levels of Achievement

Students should achieve a C in Year 9 Health and Physical Education in order to select Year 10 Health and Physical Education.

Future Pathways

Students wishing to choose General PE (ATAR) or a Cert III Health Services (VET) in year 11 and 12 are strongly encouraged to do this subject in year 10. Future jobs related to this course are: Nurse, Allied Health Worker, Paramedic, HPE Teacher, Sport Coach / trainer, Sport Psychologist, Physiotherapist, Occupational Therapist.

Course Structure

Course content is derived from the Australian Curriculum V9, Health modules and General PE Syllabus. Course topics may include:

- Unit 1 – Motor Development and sport (PE)
- Unit 2 - Systems of the body (Health)
- Unit 3 – Sport Psychology and sporting performance (PE)
- Unit 4 - Mental Health and Resilience (Health)

Assessment Types

Students will complete a range of assessment types in order to prepare them for the relevant Senior Syllabus.

These may include:

- Investigation — report
- Project — folio
- Examination — combination response
- Multi-modal
- Practical Performance in sport

YEAR 10– PERSONAL TRAINING & RECREATIONAL SPORT

Course Overview

This course is a mixture of the subjects 'Fitness/Personal Training' and 'Sport and Recreation'. This course has a large practical component as well as a smaller theoretical part. Students participating in this subject will be involved in a variety of engaging, practical sports / training including sport and recreation in Redcliffe, healthy & safe living, group and individual personal training, group training, muscle physiology, gym etiquette and persistence. Students will undertake projects which combine theoretical learnings with their physical pursuits.

Recommended Levels of Achievement

All students are eligible to select Year 10 Personal Training & Recreational Sport.

Future Pathways

Students wanting to be physically active across several sports, and/or those wishing to undertake Sport and Recreation and/or Cert III Fitness (VET) in year 11 and 12 are encouraged to choose this subject. Future jobs related to this course are: Sport and Recreation officer, Personal Trainer, gym assistant, Outdoor wellness coach, Sport coach, Nurse, HPE teacher.

Course Structure

Course content is derived from the Australian Curriculum V9, Fitness modules and Sport & Rec applied syllabus. Course topics may include:

- Unit 1 – Coaching and Officiating (Sport & Rec)
- Unit 2 – Anatomy and Physiology for Fitness (PT)
- Unit 3 – Event management (Sport & Rec)
- Unit 4 - Fitness programs (PT)

Assessment Types

Students will complete a range of assessment types in order to prepare them for the relevant Senior Syllabus.

These may include:

- Practical Performance in sport and in the gym
- Project
- Exam
- Multi-Modal

YEAR 11/12 – EARLY CHILDHOOD STUDIES

Course Overview

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

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

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

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

Course Objectives

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

Recommended Levels of Achievement

All students are eligible to select Year 11 Early Childhood.

It is recommended that students consider studying Year 10 Early Childhood.

Future Pathways

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

Course Structure

Unit 1: Play and creativity

Students explore play and creativity by designing and engaging in age-appropriate activities that support children's development and self-expression.

Unit 2: Literacy and numeracy

Students use literacy and numeracy to follow instructions, measure, record data, and communicate through a variety of different methods in early childhood settings.

Unit 3: Children's wellbeing

Students explore play and creativity by designing and engaging in age-appropriate activities that support children's development and self-expression.

Unit 4: Indoor and outdoor environment

Students plan, set up, and evaluate safe, engaging indoor and outdoor environments that support children's learning and development.

Assessment Types

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

Investigation – Planning and evaluation (multimodal – up to 5 minutes, 8 A4 pages)

- Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity.

Project – Play-based learning activity (up to 8 minutes), Planning and evaluating (multimodal – up to 5 minutes, 8 A4 pages)

- Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity.

YEAR 11/12 – CERT. III FITNESS

CERTIFICATE III IN FITNESS (SIS30321) + OPTIONAL CERTIFICATE II IN SPORT AND RECREATION (SIS20122)

DELIVERED IN CONJUNCTION WITH BINNACLE TRAINING (RTO 31319)

Why study this course?

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.

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

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)

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)

YEAR 11/12 – CERT. III FITNESS

CERTIFICATE III IN FITNESS (SIS30321) + OPTIONAL CERTIFICATE II IN SPORT AND RECREATION (SIS20122)

DELIVERED IN CONJUNCTION WITH BINNACLE TRAINING (RTO 31319)

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 and Numeracy Skills

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

Product Disclosure Statement

This Course Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). Please note that some training and assessment services are delivered by the School (as Third Party) and the PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: www.binnacletraining.com.au/rto

Delivered in Partnership with
Connect 'n' Grow® RTO number: 40518

HLT33115 Certificate III in Health Services Assistance

(including HLT23221 Certificate II in Health Support Services)

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

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.
International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.

Duration and location

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

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 total Fee For Service cost of these courses [Cert II and Cert III] is TBC.
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).

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
BSBPEF202	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.

YEAR 11/12 – PHYSICAL EDUCATION

Course Overview

Across the course of study, students will engage in a range of physical activities to develop movement sequences and movement strategies. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of the dimensions. In becoming physically educated, students learn to see how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity.

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.

Course Objectives

- Recognise and explain concepts and principles about movement.
- Demonstrate specialised movement sequences and movement strategies.
- Apply concepts to specialised movement sequences and movement strategies.
- Analyse and synthesise data to devise strategies about movement.
- Evaluate strategies about and in movement.
- Justify strategies about and in movement.
- Make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Recommended Levels of Achievement

Students should achieve a C in one of the Year 10 Health & Physical Education subjects, or a C in English, to be successful in Year 11 Physical Education.

Future Pathways

Sports Scientist, Physiotherapist, PE Teacher, Personal Trainer, Sports Coach, Health Promotion Officer, Occupational Therapist

Course Structure

Unit 1 – Motor Learning, Functional Anatomy and Biomechanics in Physical Activity

Students explore how motor learning, functional anatomy, and biomechanics influence performance. They analyse movement sequences, apply scientific principles, and devise strategies to improve performance in physical activity.

Unit 2 – Sport Psychology and Equity in Physical Activity

Students investigate psychological factors that influence performance and engagement, such as motivation and arousal. They also explore equity issues in physical activity, identifying barriers and enablers to participation and proposing strategies to promote inclusion.

Unit 3 – Tactical Awareness and Ethics in Physical Activity

Students examine tactical awareness through a constraints-led approach and explore ethical behaviour and integrity in sport. They analyse decision-making, fair play, and ethical dilemmas, and develop strategies to enhance performance and engagement.

Unit 4 – Energy, Fitness and Training in Physical Activity

Students study energy systems, fitness components, and training principles. They design and evaluate training strategies to optimise performance in specific physical activities, using data to justify and refine their approaches.

Assessment Types

- Project — folio (multimodal, up to 11 minutes)
- Investigation — report (up to 2000 words)
- Project — folio (multimodal, up to 11 minutes)
- External assessment — combination response (120 minutes)

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).

YEAR 11/12 – SPORT AND RECREATION

Course Overview

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

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

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

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

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

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

Course Objectives

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

Recommended Levels of Achievement

All students are eligible to select Year 11 Sport and Recreation.

It is recommended that students consider studying Year 10 Personal Training and Rec Sports and/or HPE.

Future Pathways

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

Course Structure

Unit 1: Officiating and Coaching

Involves applying rules, strategies, and communication skills to manage, instruct, and support individual or team performance in physical activities.

Unit 2: Community recreation

Involves planning, participating in, and supporting inclusive activities that promote health, wellbeing, and social connection within the community.

Unit 3: Aquatics

Involves participating in and supporting water-based activities that develop skills, safety, and fitness in aquatic environments.

Unit 4: Challenge in the Outdoors

Involves engaging in and supporting activities in natural environments that promote physical activity, teamwork, and environmental awareness.

Assessment

Each unit has two assessable items – one performance and one project. Assessment techniques used in Sport and Recreation include:

Performance – performance (up to 4 minutes) and investigation, plan and evaluation (multimodal up to 3 minutes and 6 A4 pages, spoken up to 3 minutes or written up to 500 words)

- Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.

Project – investigation and session plan (multimodal up to 3 minutes and 6 A4 pages, spoken up to 3 minutes or written up to 500 words), performance (up to 4 minutes) and evaluation (multimodal up to 3 minutes and 6 A4 pages, spoken up to 3 minutes or written up to 500 words)

- Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.

Please note that students are required to attend early starts and a camp as part of their assessment.

ITD & PRAC ARTS

ClontarfBeach State High School

YEAR 10

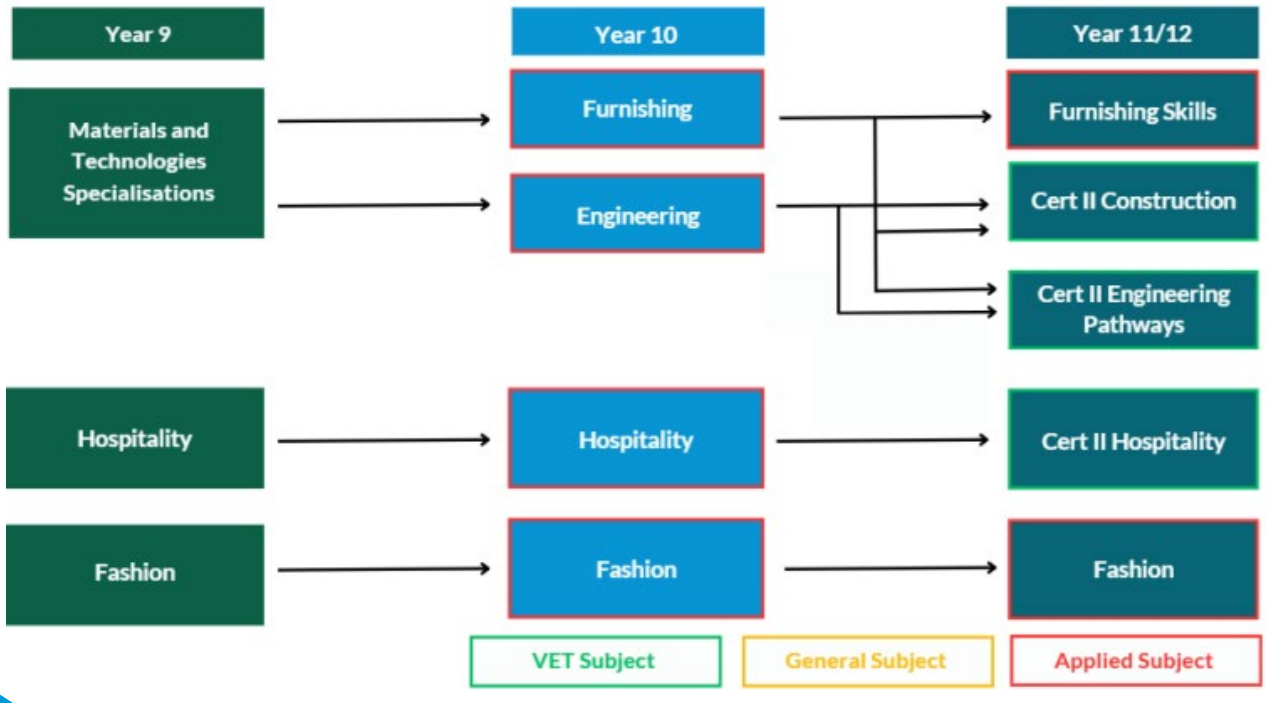
Furnishing
Engineering
Hospitality
Fashion

YEAR 11/12

Cert. II Construction
Cert. II Engineering Pathways
Fashion
Furnishing Skills
Cert. II Hospitality

ITD & PRAC ARTS

PATHWAY CHART



YEAR 10– ENGINEERING

Course Overview

Engineering in year 10 emphasizes the development of skills in engineering design, problem-solving, and technological innovation. Key areas include understanding engineering principles, applying mathematical and scientific knowledge to real-world problems, and engaging in practical, hands-on projects.

Recommended Levels of Achievement

All students are eligible to select Year 10 Engineering.

Future Pathways

The course will give you a fundamental perspective of what's instore for a Certificate ll Engineering in grade 11 and 12. Careers stemming from this class include; fabricators, boiler makers, fitters and turners to name a few.

Course Structure

Course content is derived from the Australian Curriculum V9. Course topics may include:

- Unit 1 – Metal dice
- Unit 2 – Sheet metal fabrication
- Unit 3 – Soft-face hammer
- Unit 4 – Sliding bevel

Assessment Types

Students will complete a range of assessment types in order to prepare them for the relevant Senior Syllabus.

These may include:

- Practical demonstration
- Project

YEAR 10– FASHION

Course Overview

Year 10 Fashion will act as an introduction to Senior Fashion in Year 11 and 12. Students will interpret briefs to produce fashion products, using practices, skills and processes to an industry standard. They will evaluate and adapt production plans, techniques and procedures with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes.

Students will explore the fashion industry by investigating and analysing the work of various fashion designers. They will design and create an outfits and accessories suitable for the season and special occasion.

Recommended Levels of Achievement

All students are eligible to select Year 10 Fashion.

Future Pathways

This subject prepares students for the Fashion pathway in year 11 and 12.

Course Structure

Course content is derived from the Australian Curriculum V9. Course topics may include:

- Unit 1 & 2 - Millinery
- Unit 3 & 4 – Famous fashion designers

Assessment Types

Students will complete a range of assessment types in order to prepare them for the relevant Senior Syllabus.

These may include:

- Practical demonstration
- Project

YEAR 10– FURNISHING

Course Overview

Our year 10 curriculum offers you the chance to dive deep into the art and science of furnishing. You'll master the skills needed to create beautiful and practical pieces of furniture, from initial design concepts to the final touches. Learn about materials, techniques, and technologies essential for modern furnishing. This class is perfect for those that are suitable to a more hands on approach to learning. This course is for those wanting to create and build with their hands, whilst learning how to use industry standard machinery. Those wanting to move into the trades should study this in year 10.

Recommended Levels of Achievement

All students are eligible to select Year 10 Furnishing.

Future Pathways

The course will give you a fundamental perspective of what's instore for Furnishing and Certificate ll Construction in grade 11 and 12.

Course Structure

Course content is derived from the Australian Curriculum V9. Course topics may include:

- Unit 1 – Bar stool
- Unit 2 – Keepsake box
- Unit 3 – Folding stool
- Unit 4 – Sofa arm table

Assessment Types

Students will complete a range of assessment types in order to prepare them for the relevant Senior Syllabus.

These may include:

- Practical demonstration
- Project

YEAR 10– HOSPITALITY

Course Overview

Year 10 Hospitality is an engaging and practical course designed to introduce students to the dynamic world of the hospitality industry. This subject will provide students with the essential knowledge and hands-on skills necessary to plan, prepare, and execute various functions, while also emphasising the critical aspects of hygiene and safety in the industry.

Recommended Levels of Achievement

All students are eligible to select Year 10 Hospitality.

Future Pathways

Year 10 Hospitality serves as a foundation for further studies in Certificate II in Hospitality in Year 11 & 12. Students interested in pursuing careers as food and beverage attendants, chefs, event planners, or in hotel and restaurant management will find this course particularly beneficial.

Course Structure

Course content is derived from the Australian Curriculum V9. Course topics may include:

- Unit 1 - Ice-cream truck trend
- Unit 2 - Takeaway food box
- Unit 3 - Party platter grazing board
- Unit 4 – Canape

Assessment Types

Students will complete a range of assessment types in order to prepare them for the relevant Senior Syllabus.

These may include:

- Practical demonstration
- Project

CPC20220 Certificate II in Construction Pathways

Registered training organisation (RTO):

Blue Dog Training (RTO Code: 31193)

www.bluedogtraining.com.au

07 3331 6004

QCE Credits: 4 Core Credits

Description

The qualification CPC20220 is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship with the exception of plumbing.

The units of competency within this qualification cover essential work health and safety requirements, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

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

Application

The learning program should develop trade-like skills but not aim to deliver trade-level expertise. For example, the expected outcome in tiling is not to master trade-level techniques and theory, but to gain an introduction to tiling—understanding how tiles are laid, aligned, and adhered, and having the opportunity to tile a basic surface. Similarly, in general construction, the focus should be on learning how to safely use hand and power tools to construct or modify simple timber projects, rather than teaching advanced joinery or structural framing. The emphasis should be on using construction tools and equipment to complete practical tasks safely, ensuring the well-being of each learner and those around them.

Eligibility - Cost

This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list. Our school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026.

Enrolment in this qualification is being offered to students under a fee for service arrangement by Blue Dog Training in 2026. Fee for service cost = $1200.

Please refer to the Blue Dog Training Website for information on their refund policy.
https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

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

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

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

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

Blue Dog Training is responsible for all training and assessment.

YEAR 11/12 – CERT. II CONSTRUCTION PATHWAYS

Core

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

Elective

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

Notes:

- *Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
- Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.
- # The unit CPCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

More information about this qualification is available at: https://training.gov.au/Training/Details/CPC20220

MEM20422 Certificate II in Engineering Pathways

Registered training organisation (RTO):
Blue Dog Training (RTO Code: 31193)

www.bluedogtraining.com.au

07 3331 6004

QCE Credits: 4 Core Credits

Description

The qualification MEM20422 provides students with an introduction to an engineering or related working environment.

Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

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

Application

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

Eligibility - Cost

This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list. Our school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026.

Enrolment in this qualification is being offered to students under a fee for service arrangement by Blue Dog Training in 2026. Fee for service cost = $1200.

Please refer to the Blue Dog Training Website for information on their refund policy.
https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

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

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

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

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

Blue Dog Training is responsible for all training and assessment.

YEAR 11/12 – CERT. II ENGINEERING PATHWAYS

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:

- *Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
- Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

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

YEAR 11/12 – FASHION

Course Overview

Fashion is a significant part of life — every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric.

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost.

Applied learning in fashion tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to domestic fashion industries and future employment opportunities. Students learn to recognise and apply practices; interpret briefs; demonstrate and apply safe practical production processes using relevant equipment; communicate using oral, written and spoken modes; and organise, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through production tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Course Objectives

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

Recommended Levels of Achievement

All students are eligible to select Year 11 Fashion.

It is recommended that students consider studying Year 10 Fashion.

Future Pathways

Students studying the QCAA Fashion Applied senior syllabus can pursue diverse pathways in both further education and employment. These include vocational training in fashion design, textile production, and styling, as well as roles in retail, costume design, and fashion business. The course also equips students with creative, technical, and problem-solving skills that are valuable across many industries, supporting pathways into TAFE, private colleges, or even entrepreneurship in the fashion sector.

Course Structure

Unit Option 1: Fashion designers

Unit Option 2: Historical fashion influences

Unit Option 3: Slow fashion

Unit Option 4: Collections

Unit Option 5: Industry trends

Unit Option 6: Adornment

Assessment

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

Practical demonstration – practical demonstration (the skills and procedures used in 3-5 production processes) and documentation (multimodal up to 3 minutes, 6 A4 pages)

- Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.

Project – product (1 multi-material furniture product manufactured using the skills and procedures in 5-7 production processes) and manufacturing process (multimodal up to 5 minutes, 8 A4 pages)

- Students manufacture a product and document the manufacturing process.

YEAR 11/12 – FURNISHING SKILLS

Course Overview

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

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools and machinery. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Course Objectives

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

Recommended Levels of Achievement

All students are eligible to select Year 11 Furnishing Skills.

It is recommended that students consider studying Year 10 Furnishing.

Future Pathways

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

Course Structure

Unit 1: Furniture-making

Unit 2: Interior furnishing

Unit 3: Production in the domestic furniture industry

Unit 4: Production in the commercial furniture industry

Unit 5: Production in the bespoke furniture industry

Assessment

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

Practical demonstration – practical demonstration (the skills and procedures used in 3-5 production processes) and documentation (multimodal up to 3 minutes, 6 A4 pages)

- Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.

Project – product (1 multi-material furniture product manufactured using the skills and procedures in 5-7 production processes) and manufacturing process (multimodal up to 5 minutes, 8 A4 pages)

- Students manufacture a product and document the manufacturing process.

YEAR 11/12 – CERT. II HOSPITALITY

Registered Training Organisation (RTO): Clontarf Beach State High School – (30061)

QCE Credits: 4

Qualification Description

This qualification reflects the role of individuals who have a range of well-developed hospitality service, sales or operational skills and sound knowledge of industry operations. Using discretion and judgement, they work with some independence and under supervision using plans, policies and procedures to guide work activities.

This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops. This qualification allows for multiskilling and for specialisation in accommodation services, food and beverage and gaming.

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

Career Pathways and Further Studies

Possible job titles include:

- Espresso Coffee Machine Operator
- Food and Beverage Attendant
- Front Desk Receptionist
- Front Office Assistant
- Function Attendant
- Function Host
- Guest Service Agent
- Housekeeper
- Restaurant Host
- Senior Bar Attendant
- Waiter

Eligibility/Requirements

There are no pre-requisites for this qualification.

General entry requirements for this program include the student's agreement and ability to undertake the following:

- demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level
- attend and participate in scheduled training and assessment
- participate in workplace tasks to employer expectations
- be able to work in an industry environment and handle industry standard equipment
- comply with the RTO code of conduct requirements, directions on work, and health and safety matters.
- white shirt, black pants or skirt and black covered footwear.

YEAR 11/12 – CERT. II HOSPITALITY

Registered Training Organisation (RTO): Clontarf Beach State High School – (30061)

QCE Credits: 4

Assessment

The assessment will be competency-based, and clustered units may be part of the assessment to reflect actual work scenarios and activities. Students will participate in various assessment tasks, including observation with checklists, products resulting from an activity, questioning (written, oral or portfolio), and reports from the workplace supervisor.

Assessment may be conducted at the school using a simulated work environment.

Functions will occur, and these may occur out of class time at times.

Unit Name

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

Work Placement

Structured Work Placement must occur to complete a Certificate II in Hospitality. This involves 12 Industry Service Periods that need to be done at local venues, some during school hours and some outside school hours as approved by the school and contingent upon completing the 'Work Experience Agreement Form' (available from the school).

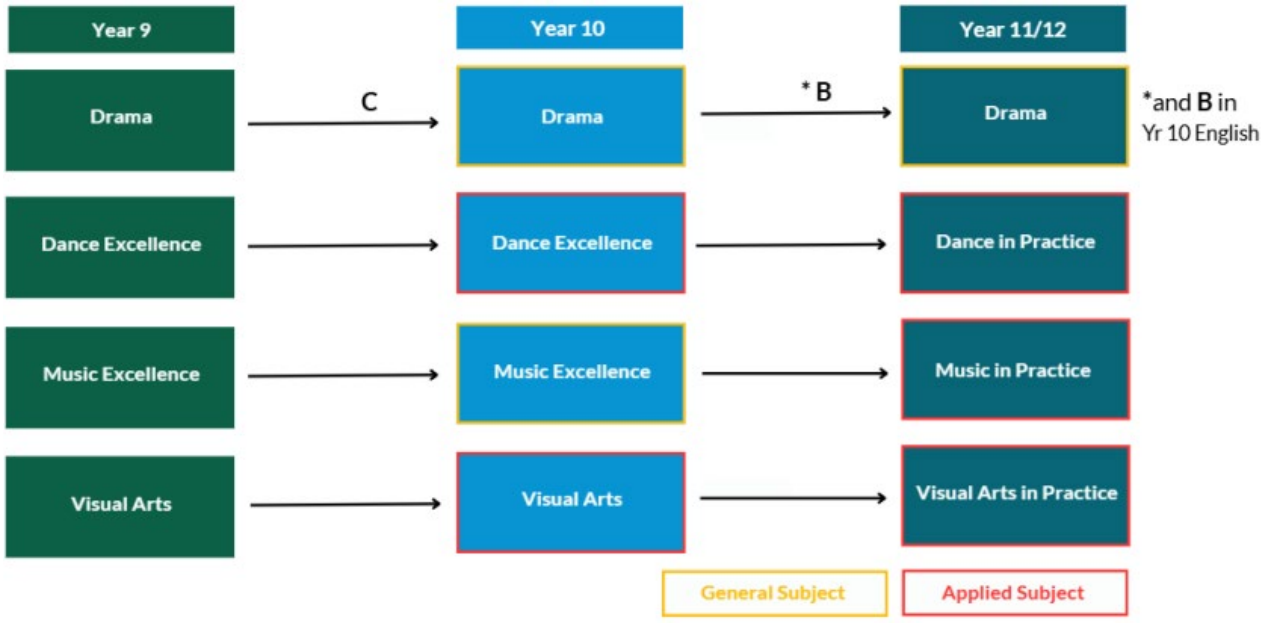
THE ARTS

ClontarfBeach State High School

YEAR 10	YEAR 11/12
Drama	Dance in Practice
Dance Excellence	Drama
Music Excellence	Music in Practice
Visual Arts	Visual Arts in Practice

THE ARTS

PATHWAY CHART



YEAR 10– DANCE EXCELLENCE

Course Overview

Year 10 Dance excellence extends dancers abilities through a range of different dance styles. Students will learn a range of different choreographic styles and will also choreograph their own different styles of dance. Students will perform at a variety of events including the annual dance school night. There is a written analysis component to this subject.

Recommended Levels of Achievement

Student should study Year 9 Dance Excellence in order to selection Year 10 Dance Excellence.

Future Pathways

This subject prepares students for the Dance in Practice pathway in year 11 and 12.

Course Structure

Course content is derived from the Australian Curriculum V9. Course topics may include:

- Unit 1: Puttin' on the Ritz – Musical theatre
- Unit 2: The Cutting Edge – Contemporary Dance
- Unit 3 & 4: Extend your Boundaries

Assessment Types

Students will complete a range of assessment types in order to prepare them for the relevant Senior Syllabus.

These may include:

- Choreography
- Choreographic project
- Performance
- Performance project

YEAR 10– DRAMA

Course Overview

Year 10 Drama is aimed at extending students' practical skills and theoretical knowledge in preparation for senior Drama Students will experience the challenges and demands of theatre production – including a range of theatre roles other than acting. They will also learn about the role on a director and how to shape and create dramatic works from this perspective. Students will also be expected to develop their analytical skills in the Responding dimension.

Recommended Levels of Achievement

Students should achieve a C in Year 9 Drama in order to select Year 10 Drama.

Future Pathways

This subject prepares students for the Drama pathway in year 11 and 12.

Course Structure

Course content is derived from the Australian Curriculum V9. Course topics may include:

- Unit 1 - Cinematic Theatre
- Unit 2 - Exploring style and form
- Unit 3 - The Art of Critique
- Unit 4 - Director's Chair

Assessment Types

Students will complete a range of assessment types in order to prepare them for the relevant Senior Syllabus.

These may include:

- Performance
- Dramatic concept
- Practice-led project
- Examination— analytical essay

YEAR 10– MUSIC EXCELLENCE

Course Overview

Students will expand their musical knowledge with written, practical and aural tasks. In particular students will study film music and Australian music focussing on small ensemble and individual practical tasks.

Recommended Levels of Achievement

Future Pathways

This subject prepares students for the Music in Practice pathway in year 11 and 12.

Course Structure

Course content is derived from the Australian Curriculum V9. Course topics may include:

- Unit 1and 2: Lights, Camera, Action .... Don't Forget the Music
- Unit 3 and 4: Australian Music

Assessment Types

Students will complete a range of assessment types in order to prepare them for the relevant Senior Syllabus.

These may include:

- Composition
- Performance
- Project

YEAR 10– VISUAL ARTS

Course Overview

Students studying year 10 Visual Art will explore different styles including Cubism and Surrealism. Students will expand their knowledge of the artistic elements and refine their skills. Year 10 Visual Art is a mix of practical and written work and students will also complete a range of art works including sculpture, collage and painting.

Recommended Levels of Achievement

Future Pathways

This subject prepares students for the Visual Arts in Practice pathway in year 11 and 12.

Course Structure

Course content is derived from the Australian Curriculum V9. Course topics may include:

- Unit 1: Painting: Modern Art and Popular Culture
- Unit 2: Painting: Deconstruction and Mixed Media +_ Essay
- Unit 3: Sculpture: Deconstruction 3D sculpture using wire, plaster, clay
- Unit 4: Printmaking: Folio of created print artworks

Assessment Types

Students will complete a range of assessment types in order to prepare them for the relevant Senior Syllabus.

These may include:

- Project
- Resolved artwork

YEAR 11/12 – DANCE IN PRACTICE

Course Overview

Dance is a unique art form and a powerful medium for communication that uses movement as a means of personal expression. It affects a wide range of human activities, including personal, social, cultural, health, artistic and entertainment pursuits. Dance is a growing art form that reflects Australia's cultural diversity while also allowing students to engage with established and progressive worldwide dance genres and styles. In Dance in Practice, students actively engage in dance in school and community contexts. Students are provided with opportunities to experience and build their understanding of the role of dance in and across communities.

Where possible, students interact with practising performers, choreographers and dance-related artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can collaborate to solve problems and complete project-based work in various contexts.

In Dance in Practice, students are involved in making (choreographing and performing) and responding to dance works in class, school and the community. Students also respond to their own and others' dance works by examining aesthetic codes and symbol systems and using their senses as a means of understanding. This fosters creativity, helps students develop problem solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply dance practices safely to communicate dance ideas for particular purposes and contexts, including audiences. They gain an understanding of terminology specific to dance; interpret and express ideas and intention in their own dance and the dance of others; identify problems and investigate ways to solve them; and evaluate choices made to communicate through dance and about dance. Through the physicality of dance and the use of their bodies as a medium for artistic expression, students experience a sense of enjoyment and personal achievement.

Course Objectives

- Use dance practices.
- Plan dance works.
- Communicate ideas.
- Evaluate dance works.

Recommended Levels of Achievement

Students should study Year 10 Dance Excellence to be successful in Year 11 Dance in Practice.

Future Pathways

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

Course Structure

Unit 1: Celebration

Unit 2: Industry

Unit 3: Health

Unit 4: Technology

Assessment

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

Choreography – choreography or dance (up to 4 minutes)

- Students choreograph a dance for an identified group by adapting the choreography from the performance project to be suitable for a new group.

Choreographic project - choreography or dance (up to 4 minutes), planning and evaluation of choreography (multimodal up to 5 minutes or 8 A4 pages, written up to 600 words or spoken up to 4 minutes)

- Students plan, choreograph and evaluate a dance, dance work or dance video for a focus for the unit.

Performance – performance of dance, dance work/s (up to 4 minutes)

- Students perform a dance work/s or video to showcase skills connected to the choreographic project.

Performance project - performance of dance, dance work/s (up to 4 minutes), planning of choreography and evaluation of performance (multimodal up to 5 minutes or 8 A4 pages, written up to 600 words or spoken up to 4 minutes)

- Students perform a teacher- or guest-devised dance. They plan and evaluate an adaptation of the teacher or guest choreography.

YEAR 11/12 – DRAMA

Course Overview

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

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 and styles 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 kinaesthetic 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.

Course Objectives

- Demonstrate skills of drama.
- Apply literacy skills.
- Interpret purpose, context and text.
- Manipulate dramatic languages.
- Analyse dramatic languages.
- Evaluate dramatic languages.

Recommended Levels of Achievement

Students should achieve a B in Year 10 Drama and a B in Year 10 English.

Future Pathways

Actor, Director, Drama Teacher, Stage Manager, Media Producer, Arts Administrator

Course Structure

Unit 1 – Share

Students explore drama as a storytelling tool to celebrate, document, and empower diverse human experiences. Focus is placed on Australian voices, including Aboriginal and Torres Strait Islander perspectives, and Asia–Pacific cultures. Students engage with linear and non-linear forms, hybrid styles, and develop foundational acting, devising, and critiquing skills.

Unit 2 – Reflect

This unit focuses on drama as a reflection of lived experience. Students study representational traditions such as Realism, Magical Realism, and Australian Gothic. They explore how drama can inform, empathise, and chronicle the human condition through authentic and truthful performance.

Unit 3 – Challenge

Students investigate drama as a medium for social commentary. They explore styles such as Epic Theatre, Theatre of the Absurd, and Theatre of the Oppressed. The unit encourages students to challenge societal norms and advocate change through dramatic action and meaning.

Unit 4 – Transform

Students reframe and contemporise inherited dramatic traditions (e.g. Greek, Elizabethan, Neoclassical) into modern performance. They develop directorial visions and adapt texts to communicate new meanings for 21st-century audiences, using hybrid and non-linear forms.

Assessment Types

- Performance — ensemble acting task based on a published text (up to 5 minutes)
- Dramatic Concept — multimodal project (up to 1500 words + 500 words scripted dialogue)
- Practice-led Project — multimodal directorial vision (up to 7 minutes) + performance (up to 5 minutes)
- External Assessment — analytical essay (120 minutes)

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).

YEAR 11/12 – MUSIC IN PRACTICE

Course Overview

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance. The discipline and commitment required in music making provides students with opportunities for personal growth and development of lifelong learning skills. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

Course Objectives

- Use music practices.
- Plan music works.
- Communicate ideas.
- Evaluate music works.

Recommended Levels of Achievement

Students should study Year 10 Music Excellence to be successful in Year 11 Music in Practice.

Future Pathways

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

Course Structure

Unit 1: Music of today

Unit 2: Building your brand

Unit 3: The cutting edge

Unit 4: 'Live' on stage!

Assessment Types

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

Composition – composition (up to 3 minutes)

- Students use music technology and production techniques to make a composition relevant to the unit focus.

Performance – performance (up to 4 minutes)

- Students perform music that is relevant to the unit focus.

Project – composition (up to 3 minutes) or performance (up to 4 minutes) and planning and evaluation of composition or performance (multimodal up to 5 minutes, 8 A4 pages, written up to 600 words or spoken up to 4 minutes)

- Students plan, make and evaluate a composition or performance relevant to the unit focus.

YEAR 11/12 – VISUAL ARTS IN PRACTICE

Course Overview

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

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

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

Course Objectives

- Use visual arts practices.
- Plan artworks.
- Communicate ideas.
- Evaluate artworks.

Recommended Levels of Achievement

Students should study Year 10 Visual Arts to be successful in Year 11 Visual Arts in Practice.

Future Pathways

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

Course Structure

Unit 1: Looking inwards (self)

Unit 2: Looking outwards (others)

Unit 3: Clients

Unit 4: Transform & extend

Assessment Types

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

Project – experimental portfolio (up to 8 experimental artworks) or prototype artwork (up to 4 artworks) or design proposal (multimodal up to 5 minutes, 8 A4 pages, including 4 prototype artworks) or folio of stylistic experiments (up to 8 experimental artworks) and planning and evaluations (multimodal up to 5 minutes, 8 A4 pages, written up to 600 words or spoken up to 4 minutes)

- Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.

Resolved artwork – resolved artwork (up to 4 artworks)

- Students make a resolved artwork that communicates and/or addresses the focus of the unit.

VET - BUSINESS

YEAR 10	YEAR 11/12
	Cert. III Business

VET - BUSINESS

All Students are eligible to select Cert. III Business

It is recommended that students achieve a grade of B in Year 10 English.

CERTIFICATE III IN BUSINESS (BSB30120)

DELIVERED IN CONJUNCTION WITH BINNACLE TRAINING (RTO 31319)

Why study this course?

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*

CERTIFICATE III IN BUSINESS (BSB30120)

DELIVERED IN CONJUNCTION WITH BINNACLE TRAINING (RTO 31319)

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 and Numeracy Skills

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's Student Information document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

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 provides, and those services carried out by the 'Partner School' (i.e., the delivery of training and assessment services).