



Lowood State High School Subject Information Year 11



SET Plans- Preparing for 2026 and 2027

Senior Education and Training Plans (SET Plans) ensure that students and their parents/caregivers have the opportunity to meet with a senior member of staff to discuss their plans for their final years of schooling and beyond.

During the interview a student’s current academic progress, subject pre-requisite information and possible future pathway opportunities are discussed.

SET Plan bookings for Year 10 students will be available for booking through SOBS, with links available through the Lowood State High School Facebook page or website.

	Steps/timeframe
Year 11 SET Plans	<p>TUESDAY 29 July (Week 3)</p> <ul style="list-style-type: none"> • Building My Future Expo – Lowood State High School Hall 5:00pm to 6:30pm • Year 10 students receive package for planning subject selections for 2026 <p>THURSDAY 31 July and FRIDAY 1 August (Week 3)</p> <ul style="list-style-type: none"> • SET Plan Interviews – Please bring your SET plan package (Appointments available 8am to 5pm Thursday and Friday)

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Senior Schooling at Lowood State High School

Senior Schooling Rationale

Lowood State High School is very proud of the opportunities available to all senior students. Our VET qualifications for those choosing an Industry pathway are some of the most numerous in South East Queensland. An ATAR pathway is also available for those students wishing to gain entry into university.

Lowood State High School, students and their pathways remain our priority with 100% QCE achievement for the past three years.

QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern

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

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

Set standard

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

Literacy & numeracy

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

Points to Note

*Students bank unit 1 and 2 points immediately if they satisfactorily complete the unit.

*All unit 3 and 4 programs operate as a pair.

*Must pass units 3 and 4 for the subject to count as core learning.

*Be aware of duplication of learning.

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of Year 12 if they meet all the criteria.

Queensland Certificate of Individual Achievement (QCIA)

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

Senior Subjects

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

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

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

General Syllabuses

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

Applied Syllabuses

Applied subjects are suited to students who are interested in following industry pathways beyond senior secondary schooling rather than attending university.

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.

General Syllabuses and Short Courses

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

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

Applied Syllabuses

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

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

Vocational Education and Training (VET)

Students can access VET programs through the school if it:

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

Australian Tertiary Admission Rank (ATAR) Eligibility

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

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

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

English Requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

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

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

Choosing a Pathway

What is an ATAR?

An Australian Tertiary Admissions Rank or ATAR is a number between 99.95 and 0 that is given to eligible students upon completion of their schooling which allows students to be ranked in order to offer university placement.

ATARs will be calculated on a student's best five General subject results OR a combination of four General subject results plus one Applied subject OR Certificate III or above. If a student is eligible for an ATAR in both categories, QTAC will use the highest ATAR.

What are my Pathway Options at Lowood State High School?

There are a diverse range of opportunities offered to students during Senior Schooling that are aimed at preparing students for their life after school. Options include undertaking an ATAR pathway, an Industry pathway, a School Based Apprenticeship or Traineeship and Vocational certificates offered by internal and external Registered Training Organisations.

Choosing a Pathway- Questions to ask yourself

What do I want to do after I leave school?

What marks am I currently achieving?

How much school work do I complete outside of school?

2026 Prerequisites

Prerequisites are the required academic achievement to enter a specific senior subject. These are set by the school taking into consideration the complexities and assumed knowledge that students require to be successful in the course.

To undertake General Subjects contributing towards an ATAR and high level Vocational Certificates students **must meet** the following prerequisites.

The prerequisites for 2026 are:

Subject	Prerequisites
General Mathematics	B in Mathematics Or C in Mathematics Extension
Mathematical Methods	B in Mathematics Extension
English	B in English
Geography	B in English B in Humanities
Legal Studies	B in English B in Humanities
Modern History	B in English B in Humanities
Biology	B in Mathematics Extension B in Science Extension
Chemistry	B in Mathematics Extension B in Science Extension
Physics	B in Mathematics Extension B in Science Extension
Physical Education	B in English B in Athletes Development Program
Certificate III Courses	C in English
Certificate IV Business	B in English

Wednesday Program (refer to page 78 of this Subject Guide)

- All students must participate in a Wednesday program in year 11 and 12.
Any changes to a certificate course must be made prior to week 4 of term.

Year 11 Subject Information



2026

ATAR Pathway

General Subjects

All courses are for two years

General Mathematics - MAG

Mathematical Methods - MAM

English - ENG

Legal Studies - LEG

Modern History - MHS

Ancient History - AHS

Biology - BIO

Chemistry - CHM

Physics - PHY

Physical Education - PED

General Mathematics - MAG

General senior subject

General

General Mathematics' major domains are Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices, building on the content of the P-10 Australian Curriculum.

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

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

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

backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

Pathways

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

Objectives

By the conclusion of the course of study, students will be able to:

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

Based on the topics of Number and Algebra including Money, Measurement and Geometry, Statistics, Networks and Matrices.

Structure

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

Assessment

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

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

Summative assessments

Unit 3	Unit 4		
Summative Internal Assessment 1 (IA1): <ul style="list-style-type: none"> • Problem-solving and modelling task (PSMT) • Students provide a written response to a specific mathematical investigative scenario or context using subject matter from at least one of the topics in Unit 3 or Unit 4. • 20% 			
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Examination – short response 	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Examination – Short response 	15%
Summative external assessment (EA4): 50% <ul style="list-style-type: none"> • Examination 			

Mathematical Methods - MAM

General senior subject

General

Mathematical Methods' major domains are Algebra, Functions, Relations and their graphs, Calculus and Statistics.

Mathematical Methods enables students to 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.

Students learn topics that 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.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

Pathways

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

Objectives

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

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

Based on the topics of: Algebra; Functions, relations and their graphs; Calculus; Statistics

Structure

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

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Problem-solving and modelling task (PSMT) • Students provide a written response to a specific mathematical investigative scenario or context using subject matter from at least one of the topics in Unit 3 or Unit 4. • 20% 	
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Examination – short response 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Examination – short response
Summative external assessment (EA4): 50% <ul style="list-style-type: none"> • Examination 	

English - ENG

General senior subject

General

English focuses on the study of both literary texts and non-literary texts, developing students as independent,

innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and

evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

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

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

Pathways

English is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility - skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Syllabus Objectives

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

- 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.
- Make use of and explain opinions and/or ideas in texts, according to purpose.
- 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 purposes, audience and context.
- Use mode-appropriate language, across modes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Perspectives and texts</p> <ul style="list-style-type: none"> • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts 	<p>Texts and culture</p> <ul style="list-style-type: none"> • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, 	<p>Textual connections</p> <ul style="list-style-type: none"> • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives 	<p>Close study of literary texts</p> <ul style="list-style-type: none"> • Engaging with literary texts from diverse times and places • Responding to literary texts

<ul style="list-style-type: none"> • Creating responses for public audiences and persuasive texts 	<ul style="list-style-type: none"> including a focus on Australian texts • Creating imaginative and analytical texts 	<ul style="list-style-type: none"> • Creating responses for public audiences and persuasive texts 	<ul style="list-style-type: none"> creatively and critically • Creating imaginative and analytical texts
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Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Extended response — written response for a public audience 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Examination — imaginative written response 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Extended response — persuasive spoken response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination — analytical written response 	25%

Legal Studies - LEG

General senior subject (Alternate Sequence – combined class)

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Modern History - MHS

General senior subject (Alternate Sequence – composite class)

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none">• French Revolution, 1789 – 1799• Australian Frontier Wars, 1788 – 1930s	Movements in the modern world <ul style="list-style-type: none">• Women's movement since 1893• Anti-Apartheid movement in South Africa, 1948 - 1991	National experiences in the modern world <ul style="list-style-type: none">• Germany, 1914–1945• U.S.A, 1917 - 1945	International experiences in the modern world <ul style="list-style-type: none">• The Cold War 1945-1991• Reasons for the end of the Soviet Union 1980s – 1990s

Assessment

Schools devise assessments in Units 1 and 2 (units delivered in year 11) to suit their local context.

In Units 3 and 4 (units delivered in year 12) students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Ancient History - AHS

General senior subject

(Alternate Sequence – combined class)

General

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

Students/candidates analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students/candidates gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging

assumptions, and thinking both creatively and critically.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world <ul style="list-style-type: none">• Digging up the past• Features of ancient societies – weapons and warfare	Powerful Personalities in their time <ul style="list-style-type: none">• Hatshepsut <p>QCAA will nominate a topic that will be the basis for an external examination:</p> <ul style="list-style-type: none">• Alexander the Great	Reconstructing the ancient world <ul style="list-style-type: none">• Pompeii and Herculaneum• The Medieval Crusades	People, power and authority <p>School nominates one study of power:</p> <ul style="list-style-type: none">• Ancient Greece – The Peloponnesian War• Perikles

Assessment

Examinations are based on topics and subject matter from Units undertaken in Year 12 and require assumed knowledge from Units studied in Year 11. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Biology - BIO

General senior subject

General

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Chemistry - CHM

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Physics - PHY

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

These units are in an alternate sequence.

Assessment

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

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

Summative assessments

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

Physical Education - PED

General senior subject – Alternate Sequence

General

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Physical Education is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. Unit 3 will be completed before beginning Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity <ul style="list-style-type: none"> • Motor learning integrated with archery • Functional anatomy and biomechanics integrated with softball 	Sport psychology, equity and physical activity <ul style="list-style-type: none"> • Sport psychology integrated with soccer • Equity — barriers and enablers 	Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none"> • Tactical awareness integrated with badminton • Ethics and integrity 	Energy, fitness and training and physical activity <ul style="list-style-type: none"> • Energy, fitness and training integrated with track and field (athletics)

Assessment

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

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

Summative assessments

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

Industry Pathway Applied Subjects

Essential Mathematics - MAE

Essential English - ENE

Social and Community Studies - SCS

Building and Construction Skills - BSK

Engineering Skills - ESK

Furnishing Skills - FUR

Industrial Graphics Skills - GSK

Sport and Recreation - REC

Early Childhood Studies - ECS

Essential Mathematics - MAE

Applied senior subject

Applied

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

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

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

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

Pathways

A course of study in Essential Mathematics can establish a basis for further education

and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

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

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

Based on the topics of Number, Data, Location and time, Measurement and Finance.

Structure

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

Assessment

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

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

Summative assessments

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

Essential English - ENE

Applied senior subject

Applied

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

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

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

non-literary texts, including digital texts.

Pathways

Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. 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.

Syllabus Objectives

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

- 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

Structure

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

Assessment

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

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

Summative Assessments

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

Social & Community Studies - scs

Applied senior subject

Applied

Rationale

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

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

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

Students engage with this foundational knowledge and skills through a variety of topics that focus on lifestyle choices, personal finance, health, employment, technology, the arts, and Australia's place in

the world, among others. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

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

Syllabus objectives

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

1. Explain personal and social concepts and skills.
2. Examine personal and social information.
3. Apply personal and social knowledge.
4. Communicate responses.
5. Evaluate projects.

Structure and Assessment

Year A

Weeks	Unit	Assessment	Formative (F) or summative (S)
8	Healthy Choices for Mind and Body A: Recreation and Leisure	A: Multimodal Presentation	
8	Healthy Choices for Mind and Body B: Food and Nutrition	B: Brochure	
8	Lifestyle and Financial Choices A: Contemporary Lifestyles	A: Project	
8	Lifestyle and Financial Choices B: Money Management	B: Extended Response	

Year B

Weeks	Unit	Assessment	Formative (F) or summative (S)
8	Australia's Place in the World A: Contemporary Society	A: Extended Response	
8	Australia's Place in the World B: Australia as a Global Citizen	B: Project	
8	Legal and Digital Citizenship A: Law Matters	A: Extended Response	
8	Legal and Digital Citizenship B: Digital Technology and Wellbeing	B: Project	

Building & Construction Skills - BSK

Applied senior subject

Applied

Building and Construction Skills focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment.

Students learn to meet customer expectations of quality at a specific price and time. In addition, they understand industry practices; interpret specifications, including information and drawings; safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment; communicate using oral, written and graphical modes; organise, calculate and plan construction processes; and evaluate the structures they create using predefined specifications.

Students develop transferable skills by engaging in construction tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Building & Construction Skills can establish a basis for further

education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

Objectives

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

1. Demonstrate practices, skills and procedures.
2. Interpret drawings and technical information.
3. Select practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills and procedures, and products.
6. Adapt plans, skills and procedures.

Course Structure

Building & Construction Skills is an Applied senior syllabus. It contains at least four QCAA developed

units from which schools develop their course of study.

Units 1 and 2 are completed before units 3 and 4. Units 3 and 4 are completed as a set, in year 12.

This is a two year course of study.

Course structure	Units selected
Unit 1	Unit option D: Construction in the domestic building industry
Unit 2	Unit option A: Site preparations and foundations
Unit 3	Unit option B: Framing and cladding
Unit 4	Unit option F: Construction in the civil construction industry

Assessment

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments

- Written, verbal and demonstration of processes
- Knowledge of safety processes for all equipment, tools and machinery used in the manufacture of a given product

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • product: continuous class time. 	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

Engineering Skills - ESK

Applied senior subject

Applied

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

Students understand industry practices, interpret specifications, including technical information and drawings, demonstrate and apply safe and practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

mechanic, refrigeration mechanic or automotive mechanic.

Objectives

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

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

Structure

The Engineering Skills course is designed around core and elective topics.

Core topics	Elective topics
<ul style="list-style-type: none">• Industry practices• Production processes	<ul style="list-style-type: none">• Fitting and machining• Welding and fabrication

Assessment

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

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • product: continuous class time. 	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

Furnishing Skills - FUR

Applied senior subject

Applied

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 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, evaluate and adapt production processes and the products they produce.

Syllabus objectives

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

1. Demonstrate practices, skills and procedures.
2. Interpret drawings and technical information.
3. Select practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills and procedures, and products.
6. Adapt plans, skills and procedures.

Course structure

Course structure	Units selected
Unit 1	Unit C – Internal Furnishings (C1 Occasional Table & C2 Bar Stool)
Unit 2	Unit B – Cabinet Making (B2 Personal Cabinet)
Unit 3	Unit A – Furniture Making (A1 Beach Chair & A2 Coffee Table)
Unit 4	Unit F – Bespoke Furniture (F1 Pen & F2 Mantel Clock)

Assessment

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments

- Written, verbal and demonstration of processes
- Knowledge of safety processes for all equipment, tools and machinery used in the manufacture of a given product

Subject matter

Pathways

- Recognise industry career pathways for furniture-making workers in domestic, commercial and bespoke enterprises, including furniture maker, furniture machinist, wood machinist.

Drawings and technical information

- Recognise project requirements from a simple detailed drawing
- Recognise project requirements to identify potential hazards and apply control measures.
- Examine industry drawings
- Dimensions, fits and tolerances
- Plain and solid shapes, including orthographic, sectional and isometric (pictorial view)
- Drawing details, including hole sizes and joinery for various materials, hardware and fixing.

Production processes

- Preparation skills and procedures using tools and machinery
- Cutting skills and procedures using relevant tools and machinery
- Joining skills and procedures using relevant tools and machinery
- Machining skills and procedures using relevant machinery
- Assembling skills and procedures using relevant tools and machinery
- Finishing skills and procedures using relevant tools and machinery; including sanding and surface cleaning procedures, applying stains, coatings and finishes.

Industry practices

- Recognise industry practices relevant to furniture-making regarding customer expectations of product quality
- Select and demonstrate workplace health and safety practices in furniture-making manufacturing tasks
- Demonstrate industry-related personal attributes for furniture makers, including
 - use of technical language, including tool names and uses, cutting, machining and joinery procedures and uses, consumables, types of materials
 - written skills, including producing textual and visual information
 - oral skills, including speaking and listening to others
- Document production plans, including cutting list, costing, production sequence, safety (risk assessments), working with others, evaluation of production processes and the product, the adaptations made to improve the production plan, skills used, and procedures undertaken.
- Determine the sequence of production processes required to manufacture furniture-making products
- Evaluate production skills and procedures, furniture-making products using knowledge of industry practices and drawing requirements
- Adapt production plans, skills and procedures

Industrial Graphics Skills - GSK

Applied senior subject

Applied

Industrial Graphics Skills relies in the student having a basic knowledge of CADD Software, how to use it and being able to write reports on these processes. It includes the study of drafting industry practices and production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by drafting enterprises to manage production processes and the associated manufacture or construction of products from raw materials. Production processes include the drafting skills and procedures required to produce industry-specific technical drawings and graphical representations. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations of drawing standards.

Applied learning in manufacturing tasks supports students' development of 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, evaluate and adapt production processes and the products they produce.

Syllabus Objectives

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

1. Demonstrate practices, skills and procedures.
2. Interpret drawings and technical information.
3. Select practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills and procedures, and products.
6. Adapt plans, skills and procedures.

Subject Matter

Pathways

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil. Drafter and survey drafter.

Objectives

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

- Describe industry practicals in drafting and modelling tasks
- Demonstrate fundamental drawing skills
- Interpret drawings and technical information

- Analyse drafting task to organise information
- Select and apply drawing skills and procedures in drafting tasks
- Use language conventions and features to communicate for particular processes
- Construct models from drawings
- Create technical drawings from industry requirements
- Evaluate industry practices, drafting processes and drawing, and make recommendations

Assessment

- Students are required to develop their skills within a given application of a CADD Program
- Students are then required to demonstrate these skills by displaying a set of technological drawings of the stated product
- Students are required to provide a written report of how this product was drawn, outlining what they did, when and how each process was done so that someone else could then use their report to draw the same product
- Evaluate their own work conjunction with the teacher and their peers along with making recommendations to improve the given product

Course structure

Course structure	Units selected
Unit 1	Computer-Aided Drafting - Modelling
Unit 2	Engineering Industry Drafting
Unit 3	Drafting for Residential Building
Unit 4	Graphics for the Furnishing Industry

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Pathways

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

Objectives

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

Structure

The Sport & Recreation course is designed around the following topics.

Athlete Development & Wellbeing

In this unit, students investigate holistic athlete development and wellbeing and analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan and implement strategies to enhance outcomes for themselves or a specific target group. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves or a specific target group.

Fitness for Sport and Recreation

In this unit, students investigate a range of fitness and training activities and strategies. They analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan fitness and training sessions and implement strategies to enhance specific outcomes for target groups. They evaluate the effectiveness of their strategies and justify recommendations to enhance specific outcomes for themselves or a specific target group.

Event Management

In this unit, students investigate a range of event management activities and strategies. They analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan events and implement strategies to enhance participation outcomes for target groups. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves and a specific target group.

Coaching and Officiating

In this unit, students investigate best practice in coaching and officiating and analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan and implement strategies to enhance outcomes for themselves or a specific target group. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves or a specific target group.

Assessment

For Sport & Recreation, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of either a project or performance based task:

Project	Performance
Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes	Students plan, perform and evaluate activities and strategies to enhance outcomes

Sport & Recreation provides students with opportunities to learn in, through and about football and futsal.

Students examine the relevance of football/futsal in Australian culture, employment and, health and wellbeing. They consider factors that influence participation in football/futsal, and how different training methods can enhance performance.

Students are involved in acquiring, applying and evaluating information in and about football/futsal, planning and organising activities, investigating solutions to individual and community challenges and analysing training and game play. They communicate ideas and information in, about and through football/futsal activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of football/futsal in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Pathways

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

Objectives

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in futsal and football
- describe concepts and ideas about sport and recreation using terminology and examples from futsal and football
- explain procedures and strategies in, about and through futsal and football activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in futsal and football
- manage individual and group futsal and football activities
- apply strategies in futsal and football activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in futsal and football activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

Structure

The Sport & Recreation Football course is designed around the following topics which are designed with a football focus on content and assessment.

Athlete Development & Wellbeing
In this unit, students investigate holistic athlete development and wellbeing and analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan and implement strategies to enhance outcomes for themselves or a specific target group. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves or a specific target group.
Fitness for Sport and Recreation
In this unit, students investigate a range of fitness and training activities and strategies. They analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan fitness and training sessions and implement strategies to enhance specific outcomes for target groups. They evaluate the effectiveness of their strategies and justify recommendations to enhance specific outcomes for themselves or a specific target group.
Event Management
In this unit, students investigate a range of event management activities and strategies. They analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan events and implement strategies to enhance participation outcomes for target groups. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves and a specific target group.
Coaching and Officiating
In this unit, students investigate best practice in coaching and officiating and analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan and implement strategies to enhance outcomes for themselves or a specific target group. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves or a specific target group.

Assessment

For Sport & Recreation, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of either a project or performance based task:

Project	Performance
Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes	Students plan, perform and evaluate activities and strategies to enhance outcomes

Early Childhood Studies - ECS

Applied senior subject

Applied

Early Childhood Studies focuses on learning about children aged from birth to five years.

Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

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

Pathways

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

Objectives

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

- use language conventions and features to communicate ideas and information for specific purposes
- plan and justify play-based learning activities responsive to children's needs
- evaluate play-based learning activities in response to children's needs
- evaluate contexts in early childhood learning.
- describe concepts and ideas related to fundamentals of early childhood
- explain concepts and ideas of practices of early childhood learning.
- analyse concepts and ideas of the fundamentals and practices of early childhood learning
- apply concepts and ideas of the fundamentals and practices of early childhood learning

Structure

The Early Childhood Studies course is designed around core topics embedded in at least four elective topics.

Core topics	Elective topics
<ul style="list-style-type: none"> • Fundamentals of early childhood • Practices in early childhood learning 	<ul style="list-style-type: none"> • Play and creativity • Literacy and numeracy skills • Being in a safe place • Health and physical wellbeing • Indoor and outdoor learning environments

Assessment

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

- two projects
- two other assessments.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

Industry Pathway

Vocational Education and Training

Certificate II in Hospitality – VHH

Certificate II in Retail Services - VRR

Certificate III in Business & Certificate II in Tourism- VBU

Certificate III in Dance - VDN

Certificate III in Fitness - VFT

Certificate III Visual Arts - VVA

Certificate IV in Business - VBX

ALL INFORMATION IN THIS SECTION IS CORRECT AT TIME OF PRINTING BUT SUBJECT TO CHANGE.

Date of publication May 2025

Certificate II in Hospitality (SIT20322) – VHH

Rationale:

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

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés and coffee shops. Possible job titles include: bar attendant, café attendant, catering assistant, food and beverage attendant, front office assistant.

Course Structure:

This course is a combination of theory and practical-based learning, designed to give students a thorough understanding of how the theory components apply to real-life situations. A total of 12 units, 6 core unit and 6 elective units, must be completed to a competent standard for students to be awarded this Certificate.

CORE

BSBTWK201	Work effectively with others
SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices

ELECTIVES

SITXFSA005	Use hygienic practices for food safety
SITHFAB021	Provide responsible service of alcohol
SITHFAB024	Prepare and serve non-alcoholic beverages
SITFAB025	Prepare and serve espresso coffee
SITXINV006	Receive, store and maintain stock
TLIE0009	Carry out basic workplace calculations



RTO code: 30392

Course Requirements:

- Clean nails no longer than sports length
- Long hair tied up
- Jewellery removed and piercings removed or covered



Assessment:

To gain this qualification, students must successfully complete a variety of theoretical, practical and verbal assessments. The Certificate II in Hospitality students must also undertake **12 shifts** in industry. These shifts are supported by the school through offering a limited number of experiences at school events, which may occur during or outside of school times. Work Experience at external businesses is also supported by the school when students seek work experience placements and see the Senior Schooling HOD to complete the Work Experience Agreement paperwork.

Pathways:

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. Students also have the opportunity to continue to develop their knowledge in the Hospitality/Tourism/Events industry through further Nationally Recognised Qualifications.

Costs:

A consumables fee is charged, each year, for this program to cover the cost of cooking and drink making ingredients. In 2025 this fee is \$125.

Certificate II in Retail Services (SIR20216) - VRR

Rationale

This course is appropriate for students who are interested in a career in retail. This course is the standard entry level where students learn how to provide product and service advice in a retail store, sell products and provide service, operate a register/terminal. Students will gain knowledge including the ability to sell, provide advice and recommend specialized products in stores, rotate and merchandise stock and other relevant skills. This qualification provides the skills and knowledge for students to become competent in a range of activities and functions requiring basic retail operational knowledge and limited practical skills in a defined context. Work would be undertaken in retail store settings, such as specialty stores, supermarkets, department stores and retail fast food outlets. Individuals may work with some autonomy or in a team but usually under close supervision.

Course Structure

This 2 year course is a combination of theory and practical-based learning delivered at Lowood SHS over 8 terms. It is designed to give students a thorough understanding of how theory components apply to real-life situations. A total of 12 units, 7 core and 5 elective units, plus industry placement (TBA hours) is required.

CORE

SIRXCEG001	Engage the customer
SIRXCOM001	Communicate in the workplace to support team and customer outcomes
SIRXIND001	Work effectively in a service environment
SIRXIND003	Organise personal work requirements
SIRXPDK001	Advise on products and services
SIRXRSK001	Identify and respond to security risks
SIRXWHS002	Contribute to workplace health and safety

ELECTIVE

SIRRMER002	Merchandise food products
SIRXIND004	Plan a career in the retail industry
SIRRFSA001	Handle food safely in a retail environment
SIRXPDK002	Advise on food products and services
SIRXPDK003	Advise on health and nutritional products and services



RTO code: 30392

Assessment

To gain this qualification, students must successfully complete:

- various theoretical, practical and verbal assessments
- projects and case studies
- work placement (set amount of hours required in work placement during out of school hours or holidays) - feedback forms, practical assessment or equivalent and/interview with trainer/assessor.

Pathways

This qualification provides an edge for students wishing to pursue a career in the retail industry. Work could be sought in retail store settings, such as specialty stores, supermarkets, department stores and retail fast food outlets. Possible job titles include sales assistant, customer service representative, crew member, checkout operator.

Costs

Course Cost \$80.00 for 2025



Certificate III in Business (BSB30120) & Certificate II in Tourism (SIT20122) Binnacle Training - VBU

Rationale

Certificate III in Business 'Business in Schools' program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership, innovation, customer service, personal management and financial literacy – incorporating the delivery of a range of projects and services within their school community. Micro business opportunities are also explored.

Entry Requirements

- Students must have a passion for and/or interest in working in the Business Services industry and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). They must have good quality written and spoken communication skills and enthusiasm / motivation to participate in a range of projects.
- 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.

Course Structure

This 2 year course is a combination of theory and practical-based face to face learning, designed to give students a thorough understanding of how the theory components apply to real-life situations. A total of 13 units, 6 core unit and 7 elective units are covered in this course.

SITTIND003	Source and use information on the tourism and travel industry
CUA EVP211	Assist with the staging of public activities and events
SITXCOM006	Source and present information
BSBTEC201	Use business software applications
BSBTEC203	Research using the internet
SITXCCS009	Provide customer information and assistance
SITXWHS005	Participate in safe work practices
SITXCOM007	Show social and cultural sensitivity
SITXCCS001	Interact with customers
SITXCCS010	Provide visitor information
SITXCOM008	Provide a briefing or scripted commentary
BSBPEF301	Organise personal work priorities
BSBPEF201	Support personal wellbeing in the workplace
BSBWHS311	Assist with maintaining workplace safety
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBXCM301	Engage in workplace communication
BSBXTW301	Work in a team
BSBCRT311	Apply critical thinking skills in a team environment
BSBTEC301	Design and produce business documents
BSBWRT311	Write simple documents



Optional additional units of competency:

BSBCMM411	Make presentations
BSBPEF402	Develop personal work priorities

Assessment

Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Deliverer) – incorporating delivery of a range of projects and services within their school community. This includes participation in R U OK? Mental Health Awareness Week – Team Project and a Major Project where students design and plan for a new product or service, as part of the Binnacle Boss Entrepreneurship Program.

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks / experience
- Hands-on activities involving customer service
- Group projects
- e-Learning projects

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

NOTE: From time to time, project delivery may require a mandatory 'outside subject' component (e.g. before or after school).

Pathways

The Certificate III in Business will be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). For example:

- Business Owner
- Business Manager
- Customer Service Manager

Costs

Fees include - all course resources, training and support provided by qualified and experienced trainers and assessors. All fees are estimates only—confirmed costs will be communicated with students who select the course when available.

A course cost of **\$345.00** applies to Certificate III in Business paid in instalments.

IMPORTANT PROGRAM DISCLOSURE STATEMENT (PDS)	<p><i>This Subject Outline is to be read in conjunction with Binnacle Training's <u>Program Disclosure Statement (PDS)</u>. The PDS sets out the services and training products Binnacle Training provides <u>and</u> those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).</i></p> <p><i>To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto.php and select 'RTO Files'.</i></p>
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Certificate III Dance (CUA30120) –VDN

Rationale:

The Certificate III course in Dance is a two year program that allows participants to demonstrate foundational skills and knowledge for routine activities expected for dance and live performance contexts. This qualification reflects the role of individuals working as entry level dancers in the live performance industry and may also focus on job roles related to ensemble dancers.

The course will enhance the individual's technique across a variety of styles including Jazz, Contemporary, Musical Theatre and Hip Hop and allow students to explore choreographic skills and overall confidence in the dance industry. Students will develop audition techniques and be required to work effectively with others while preparing and performing routines for live performance. Units can allow students QCE points towards their year 12 Certificate.

Entry Requirements:

Students must demonstrate a high level of dance technique and commitment to the industry. To be able to participate in this course students **must complete an audition** or provide another form of evidence which demonstrates their competence in at least one dance style equivalent to Australian Qualifications Framework (AQF) level 2 or above (e.g. Certificate II in Dance).

Course Structure:

There are 13 units of competency within this qualification, 5 core units and 8 elective units.

Core units

CUACHR311	Develop basic dance composition skills
CUADAN331	Integrate rhythm into movement activities
CUAIND311	Work effectively in the creative arts industry
CUAPRF317	Develop performance techniques
CUAWHS311	Condition body for dance performance



RTO code: 30392

Elective units may include

CUADAN315	Increase depth of jazz dance techniques
CUADAN318	Increase depth of contemporary dance techniques
CUADAN319	Increase depth of street dance techniques
CUADAN320	Increase depth of social dance techniques
CUADLT311	Develop basic dance analysis skills
CUAMWB402	Manage feedback on creative practice
CUACHR412	Create short dance pieces
CUAMUP311	Prepare personal appearance for performances

Assessment:

Certificate III students are assessed in a performance setting within live dance performances, and are required to feature routines within Arts Showcase. Assessment tools comprise of theory booklets and performance observations and may also include case studies and a seminar presentation.

Pathways:

This qualification is designed to develop skills and prepare participants as entry level dancers in the live performance industry. Students may use this qualification as background knowledge to enter further qualifications in Dance or Live Performance.

Costs:

A materials cost is associated with this course to ensure that all requirements are available for the students. This cost will be \$100.00 in 2025.



Certificate III in Fitness (SIS30321) Binnacle Training - VFT

Rationale:

Binnacle's Certificate III in Fitness 'Fitness in Schools' program is offered over two years as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older clients.

This program also includes:

- First Aid qualification and CPR certificate; *plus* coaching accreditation.
- A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer).

Entry Requirements:

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

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.

PDS Declaration:

This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as 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: binnacletraining.com.au/rto

Course Structure:

HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISXEMR001	Respond to emergency situations
SISXIND001	Maintain sport, fitness and recreation industry knowledge
SISCCS004	Provide quality service
BSBSUS211	Participate in sustainable work practices
BSBOPS304	Deliver and monitor a service to customers
BSBPEF301	Organise personal work priorities
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT052	Provide health eating information
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise.



NOTE: Units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum.

Assessment:

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities involving participants/clients
- Group work
- Practical experience within the school sporting programs and fitness facility
- Log Book of practical experience

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

NOTE: This program involves a mandatory 'outside subject' weekly component as follows:

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

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

Pathways:

The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example:

- Exercise Physiologist
- Teacher – Physical Education
- Sport Scientist

Students may also choose to continue their study by completing the Certificate IV in Fitness.

Costs:

Fees include all course resources, training and a course shirt.

A course cost of **\$450.00** applies to Certificate III in Fitness paid in instalments.



Certificate III Visual Arts (CUA31120) - VVA

Rationale

This course provides students with the opportunity to gain experience with various forms of media. It will provide students with a general knowledge of art skills, procedures and materials.

The practical aspect of this course aims to:

- Equip students with the ability to work creatively in practical art activities.
- Develop skills in art and craft which may be used by the students as a hobby or even, in the future, on a small business level.
- To develop discrimination and appreciation of good design in practical activities.

Course Structure

This course requires students to explore, experiment and develop/complete concept ideas. The presentation of a visual journal requires consideration of the Elements and Principles of Design, class notes, research and lead up ideas by the student. There are 4 core units and 8 elective units each requiring an understanding of workplace health and safety procedures:

CORE

BSBWHS211	Contribute to the health and safety of self and others
CUAACD311	Produce drawings to communicate ideas
CUAPPR311	Produce creative work
CUARES301	Apply knowledge of history and theory to own arts practice

ELECTIVE

CUAACD201	Develop drawing skills to communicate ideas
CUACER311	Produce ceramic works
CUAPHI312	Capture photographic images
CUAPAI311	Produce paintings
CUATEX311	Produce textile work
CUAPRI312	Produce prints
CUASCU311	Produce sculpture
CUAPPR312	Document the creative work progress



RTO code: 30392

Assessment

To gain this qualification, students must successfully complete:

- various theoretical, practical, verbal and observable assessments
- present lead up ideas and final art pieces by the set date
- display a visual journal which reflects ideas, research and class work using the elements and Principles of Design
- interview with trainer/assessor – review / reflection of own work

Pathways

This qualification will provide students with a strong foundation knowledge with which they could pursue a career in the Art / Craft industry.

Costs

A materials cost is associated with this course to ensure consumable products can be provided to students. In 2025 this course cost is \$80.00. Art excursions are available, at a cost, to further enrich and engage the students experiences in this course.



Certificate IV in Business (BSB40120) - VBX

Rationale

This advanced business course is a nationally recognised course that gives students the opportunity to learn the fundamentals of good business management including project and risk management, marketing management and administrative management. Students will learn and understand a variety of business practices through a range of real-life situations and simulated work environments completed on campus, provided by qualified and experienced trainers and assessors.

Students will learn administration skills, marketing skills, how to manage projects, identify and manage risks, and how to lead and manage a workforce. They will use well-developed skills and a broad knowledge base to apply solutions to a defined range of business problems. They will provide leadership and guidance to others with some responsibility for the output of others. Such skills and knowledge can be used in a variety of fields including management, marketing, human resources, accounting, banking and retail.

Course Structure

This 2 year course is a combination of theory and practical-based face to face learning, delivered at Lowood SHS over 8 terms. It is designed to give students a thorough understanding of how the theory components apply to real-life situations. A total of 12 units must be completed to a competent standard for students to be awarded a Certificate IV in Business. There are no entry requirements for this course, though it is desirable that students have attained at least a C standard in English.

CORE units

BSBCRT411	Apply critical thinking to work practices
BSBTEC404	Use digital technologies to collaborate in a work environment
BSBTWK401	Build and maintain business relationships
BSBWHS411	Implement and monitor WHS policies, procedures and programs
BSBWRT411	Write complex documents
BSBXCM401	Apply communication strategies in the workplace

ELECTIVE units

BSBPEF401	Manage personal health and wellbeing
BSBPEF402	Develop personal work priorities
BSBXTW401	Lead and facilitate a team
BSBOPS405	Organise business meetings
BSBPMG430	Undertake project work
BSBMKG433	Undertake marketing activities



RTO code: 30392

Assessment

To gain this qualification, students must successfully complete:

- Various theoretical and verbal assessments
- Projects and case studies
- Interview with trainer/assessor

Pathways

Upon successful completion of this course, students will be able to apply a broad range of competencies in a varied work context using some discretion, judgement and relevant theoretical knowledge. This qualification provides a substantial edge for any student wishing to pursue a career in business and is a direct pathway into a Diploma of Business. Job roles and titles vary across different industry sectors, but may include: Office Manager, Marketing Managerial Assistant, Retail Manager, Project Co-ordinator, Banking or Financial Officer.

Costs

Fees include – all course resources, training and support provided by qualified and experienced trainers and assessors, and a course shirt.

A course cost of **\$440.00** applies to Certificate IV in Business, paid in instalments.



Wednesday Program

VET Certificates

Lowood State High School RTO offerings:

Certificate I General Education for Adults (Self-paced)

Certificate II in Active Volunteering – VAL

Certificate II in Apparel, Fashion and Textiles – VAF

Certificate II Financial Services – VFN

Certificate II Horticulture – VAH

Certificate II Workplace Skills (Business Technology) – VWS

Certificate III Community Dance, Theatre and Events - VCD

Other courses that may be offered if there is enough interest

****Additional information provided at Building My Future**

**ALL INFORMATION IN THIS SECTION IS CORRECT AT TIME OF PRINTING BUT SUBJECT
TO CHANGE**

Date of publication on May 2025



Certificate I in General Education for Adults (22473VIC)

Rational:

The Certificates in General Education for Adults address the education and training needs of students who need to improve their literacy, basic maths and general education skills to access further study, employment or to participate in the community.

Certificate II in General Education for Adults outcomes focus on the development of literacy skills to create and engage with a range of familiar and unfamiliar complex texts types. The focus is on interpreting and creating a range of structurally intricate paper based and web-based text types which may include some specialisation and to apply knowledge of everyday and formal numeracy in a range of contexts. Outcomes also focus on the skills and knowledge to conduct a project and to investigate pathways and develop, implement and review a learning plan.

Assessment:

To gain this qualification, students must successfully complete a range of assessment tasks including various theoretical, practical, verbal and observable assessments and sit an interview with the trainer/assessor.

Costs:

There are no costs in addition to the School Resource Scheme.



RTO code: 30392



Certificate II Active Volunteering (CHC24015) - VAL

Rationale:

This qualification reflects the role of entry level volunteer workers. At this level, work takes place under direct, regular supervision within clearly defined guidelines.

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

Course Structure:

The units of competency are:

CORE

BSBCMM201	Communicate in the workplace
CHCDIV001	Work with diverse people
CHCVOL001	Be an effective volunteer
HLTHWHS001	Participate in workplace health and safety

ELECTIVE

CHCCOM001	Provide first point of contact
CHCYTH001	Engage respectfully with young people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety



RTO code: 30392

Assessment:

To gain this qualification, students must successfully complete a range of assessment tasks including various theoretical, practical and verbal assessment and interviews with the trainer/assessor.

Note:

This qualification also includes students having to complete **20 hours** of volunteer placement. Trainers endeavour to give students opportunities throughout their projects to complete a portion of this placement however, additional placement outside of school hours, may be necessary to reach the **20 hours**.

Pathways:

This qualification is designed for individuals who wish to engage in a meaningful way with their community through volunteering. The qualification develops interpersonal, organisational and time management skills that are transferable to all workplace environments and will be used throughout participants' lives.

Costs:

All course costs are covered by the School's Textbook Hire Scheme.



Certificate II in Apparel, Fashion and Textiles (MST20722) - VAF

Rationale:

This qualification reflects the role of entry level fashion designer. There are six core units and six elective units needed to complete this course.

Course Structure:

The units of competency are:

CORE

MSMENV272	Participate in environmentally sustainable work practices
MSMWHS200	Work Safely
BSBCMM211	Apply communication skills
MSTAT2005	Sew materials by machine
MSTGN2018	Work in the TCF industry
MSTGN2023	Identify and handle fabrics and textiles

ELECTIVE

CUADES201	Follow a design process
MSTAT2001	Prepare and communicate design concepts for simple textile products
MSTAT2003	Modify patterns
MSTAT2004	Lay up, mark and cut uncomplicated fabrics and lays
CUAACD101	Use basic drawing techniques
MSTAT2002	Draw basic sketches of textile products



RTO code: 30392

Assessment:

To gain this qualification, students must successfully complete a range of assessment tasks including various theoretical, practical, verbal and observable assessments. They must:

- Present lead up ideas and final fashion design of textiles and garments by the set date.
- Display a folio which reflects ideas, research and class work using elements and principles of fashion design to develop final fashion products.
- Interviews with trainer/assessor – review / reflection of own work

Pathways:

This qualification is designed for individuals who wish to engage in designing and producing a fashion product to prepare for workforce entry or vocational training pathways.

It is suitable for individuals who require:

- An introductory overview of skills and processes applied in the fashion industry
- Skill in the design and production of garments and textiles
- Skill in the development of unique fashion and textile drawings and designs
- Entry level skills in Fashion Design and production of garments and textiles.

Costs:

A materials cost is associated with this course to ensure consumable products can be provided to students. In 2025 this course cost is \$90. Excursions are available, at a cost, to further enrich and engage the student's experiences in this course.



Certificate II in Financial Services (FNS20120) - VFN

Rationale:

This entry level qualification provides the foundation skills and knowledge to use business knowledge in the financial industry. This certificate course gives students the opportunity to engage in and understand a range of business practices through a range of real-life situations and simulated environments. It will help develop and build a broad range of knowledge and skills such as carrying out a range of activities to complete financial business tasks, identify risks and provide advice and customer support to a team. Students will develop a greater understanding of the Australian financial system and how credit works. This course will engage students in learning activities which will allow them to develop an understanding of various business skills such as creating routine word processing documents, development of business communication skills, working in a team, organisational skills, creation of budgets and savings plans, and an understanding of consumer debt and credit.

Course Structure:

This 1 year course is a combination of theory and practical-based face to face learning delivered at Lowood SHS over 4 terms. It is designed to give students a thorough understanding of how the theory components apply to real-life situations. A total of 8 units, 4 core units and 4 elective units, must be completed to a competent standard for students to be awarded this Certificate.

CORE UNITS

BSBCMM211	Apply communication skills
BSBTEC201	Use business software applications
BSBWHS211	Contribute to health and safety of self and others
FNSINC311	Work together in the financial services industry

ELECTIVE UNITS

FNSFLT211	Develop and use a personal budget
FNSFLT212	Develop and use a savings plan
FNSFLT213	Develop knowledge of debt and consumer credit
FNSFLT216	Develop knowledge of taxation



RTO code: 30392

Assessment:

To gain this qualification, students must successfully complete:

- various theoretical, practical and verbal assessments
- practical assessment
- interview with trainer/assessor

Pathways:

This qualification is designed for people seeking a pathway into a variety of business-related occupations. Possible job titles relevant to this qualification include: Customer Service Officer, Finance Officer, Teller, Cashier, Personal Assistant, Lending or Administration Officer. On completion of this qualification students may wish to further their education by enrolling in one of the following qualifications:

BSB30120 - Certificate III in Business; BSB40120 – Diploma of Business.

Costs:

All course costs are covered by the School's Textbook Hire Scheme. Other costs may occur throughout the course, such as excursions, and would be advised at the time of the activity.



Certificate II Horticulture (AHC20416) - VAH

Rationale:

This qualification provides students with the opportunity to gain experience with various practices within the Horticulture industry.

Topics covered include:

- Workplace Health and Safety
- Propagating plants
- Using tools and machinery
- Identifying and treating weeds and pests

Course Structure:

The units of competency are:

CORE

AHCPCM201	Recognise Plants
AHCPMG201	Treat weeds
AHCPMG202	Treat plant pests, diseases & disorders
AHCSOL202	Assist with soil growing media, sampling & testing
AHCWHS201	Participate in Work Health and Safety Processes

ELECTIVE

AHCWRK209	Participate in Environmentally Sustainable Work Practices
AHCMOM203	Operate basic machinery & equipment
TLID1001	Shift material using manual handling methods
AHCWRK205	Participate in Workplace Communications
AHCSYN203	Undertake propagation activities
AHCNSY201	Pot up plants
AHCPCM202	Collect, prepare, preserve plant specimens
AHCPGD203	Prune shrubs & small trees
AHCPGD201	Plant trees and shrubs
AHCWRK208	Provide Information on Products & Services

Assessment:

To gain this qualification, students must successfully complete a range of assessment tasks including various theoretical, practical, verbal and observable assessments and sit an interview with the trainer/assessor.

Location:

The Horticulture Precinct is located on the grounds of Lowood SHS. Students will undertake activities in multiple locations around the school. There may be excursion opportunities available off-campus.

Pathways:

This qualification will provide students with a strong foundation knowledge with which they could use to pursue a career in the Horticulture industry.

Costs:

A fee of \$70 is associated with this course for the purchase of a shirt that students will wear when participating in practical activities. There may also be costs associated with any excursion opportunities that arise throughout the year but these will be kept at a minimum. Students will also be required to supply their own hat, gardening gloves and work boots.



RTO code: 30392



Certificate II in Workplace Skills (Business Technology) (BSB20120) - VWS

Rationale:

This entry level qualification provides the foundation skills and knowledge to use business knowledge in any industry. This certificate course gives students the opportunity to engage in and understand a range of business practices through a range of real-life situations and simulated environments. This course will engage students in learning activities which will allow them to develop an understanding of various business skills such as creating routine and advanced word processing documents, development of business communication skills, team work and organisational skills, creation of spreadsheets and databases. This qualification is designed for people seeking a pathway into a variety of business-related occupations. Possible job titles include: Administration Assistant, Clerical Worker, Data Entry Operator, Information Desk Clerk, Office Junior or Receptionist.

Course Structure:

This 1-year course is a combination of theory and practical-based face to face learning delivered at Lowood SHS over 4 terms. It is designed to give students a thorough understanding of how the theory components apply to real-life situations. A total of 10 units, 5 core units and 5 elective units, must be completed to a competent standard for students to be awarded this Certificate.

CORE units

BSBCMM211	Apply communication skills
BSBOPS201	Work effectively in business environments
BSBPEF202	Plan and apply time management
BSBSUS211	Participate in sustainable work practices
BSBWHS211	Contribute to the health and safety of self and others

ELECTIVE units

BSBPEF201	Support personal wellbeing in the workplace
BSBDAT201	Collect and record data
BSBTEC101	Operate digital devices
BSBTEC201	Use business software applications
BSBOPS202	Engage with customers



RTO code: 30392

Assessment:

To gain this qualification, students must successfully complete:

- various theoretical, practical and verbal assessments
- practical assessment
- interview with trainer/assessor

Pathways:

This qualification provides students with the opportunity to work in a variety of industries such as an office assistant, records assistant, IT assistant or junior office support. Students may also choose to complete ICT30120 Certificate III in Information, Digital Media and Technology, BSB30120 Certificate III in Business or a range of other Certificate III qualifications.

Costs:

All course costs are covered by the School's Textbook Hire Scheme. Other costs may occur throughout the course, such as excursions, and would be advised at the time of the activity.



Certificate III Community Dance, Theatre and Events (CUA30220) - VCD

Rationale:

This course provides students with an opportunity to gain knowledge and experience in the creative and performing arts industry. Students develop performance techniques in dance, drama and music and technical production skills in costuming, lighting, sound and set design, directing, choreography, marketing and promotion. These skills will allow students to refine their individual artistry, plan a career pathway in the arts and put on a production that meets the industry standard.

Course Structure:

This course requires students to complete four core units and nine elective units:

CORE

BSBTWK301	Use inclusive work practices
CUAIND311	Work effectively in the creative arts industry
CUAIND314	Plan career in the creative arts industry
CUAWHS312	Apply work health and safety practices

ELECTIVE

CUACOS304	Develop and apply knowledge of costume
CUAMKG311	Assist with marketing and promotion
CUAPPM311	Assist with conceiving and preparing performance spaces
CUAPRF311	Create and perform stories for theatre
CUAPRF314	Develop audition techniques
CUAPRF317	Develop performance techniques
CUASTA212	Assist with bump in and bump out of shows
CUAWRT301	Write content for a range of media
SITXCOM005	Manage conflict



RTO code: 30392

Assessment:

To gain this qualification, students must successfully complete:

- Create a career planning folio including resume, cover letter, headshot, show reel and portfolio.
- Take part in various observational assessments including auditions, meetings, rehearsals, networking excursions, workshops, photoshoots and performances.
- Assist with designing performances including directing, choreographing, sound, lighting, costume, makeup and set for a production.
- Assist with marketing, ticket sales, ushering and bump in and bump out of a production.

Pathways:

This qualification will provide students with a strong foundation of knowledge with which they could pursue a career in the Creative Arts/Performing Arts industries. Students will learn skills which are transferrable between vocations, such as team work, advertising and marketing of events, as well as ticketing and ushering.

Costs:

A workshop cost is associated with this course to ensure students have exposure to industry practices and professionals. In 2025 the course cost will be approximately \$65.00 however; exact costs will be confirmed closer to the commencement date of the course. There are two excursions available throughout the year, at a separate cost, to enrich the student's experiences in this course.



Wednesday Program VET Certificates

(External Providers)

External RTO Offerings:

**Certificate II Resources and Infrastructure Work
Preparation - VRI**

Certificate III in Aviation (Remote Pilot) - VRP

Certificate III Health and Community Package – VHL

Certificate III Supply Chain Operations Package - VLO

**Certificate IV Crime and Justice (See Unity College
Website)**

School Based Traineeship (SBT)

TAFE

**ALL INFORMATION IN THIS SECTION IS CORRECT AT TIME OF PRINTING BUT SUBJECT TO
CHANGE
Date of publication May 2025**



RII20120 - Certificate II in Resources and Infrastructure Work Preparation (RTO CODE: 31440)

How to Complete this Program?

Online, practical training and Industry field trips: Students will learn with ADI's online subjects and then do the practical training sessions. Assessments will be undertaken in both the eLearning platform and practical group activity sessions. Students will also participate in field trips where they will have the opportunity to engage and gain valuable information from Industry experts within the resource and infrastructure sectors.

Outcomes

Upon successful completion of this program, students will gain:

- Qualification: **RII20120 Certificate II in Resources and Infrastructure Work Preparation**
- Statement of attainment: **HLTAID011 Provide first aid**
- Statement of attainment: **RIIWHS204E Work safely at heights**
- 4 QCE points
- Employability skills

Personal Protection Equipment (PPE)

ADI will supply

- 1 x Orange/Yellow drill long-sleeved shirt

Student to supply

- 1 x Navy cotton drill pant, or jeans
- 1 x pair of sturdy sandals or boots
- 1 x White safety/hard hat – white

Cost of Training Course

RIL20120 Certificate II in Resources and Infrastructure Work Preparation – Fully funded by the Queensland government.

Out of pocket costs – PPE - Approx. \$50 (boots or shoes/ Drill Pants/ Hard hat/ Leather gloves) Camp and Field Trip Transport \$100.



CERTIFICATE III in AVIATION (REMOTE PILOT) AVI30419

+ RePL + AROC + A-ELP -VRP

The Certificate III in Aviation (Remote Pilot) is your first step in an exciting career in the unmanned aviation and aerospace industry.

This qualification is relevant to individuals operating remotely piloted aircraft systems (RPAs):

- within visual line of sight (VLOS)
- 400 feet above ground level (AGL); In day visual meteorological conditions (VMC)
- Outside of controlled airspace
- Greater than three nautical miles from an aerodrome
- Outside of populous areas.

This qualification is suitable for people pursuing an aeronautical or aviation profession who require formal training in drone operation.

Remote pilot duties include applying technical and non-technical aviation skills and knowledge within RPAS operational environments. This qualification contributes to the requirements for certification by the Civil Aviation Safety Authority (CASA) as described in Civil Aviation Safety Regulation (CASR) Part 101 Division 101.F.3— Certification of UAV controllers.

Civil and military personnel seeking certification as remote pilots should check requirements with CASA. Use for Defence aviation is to be in accordance with relevant Defence orders, instructions, publications and regulations.

QCE credit points 7 points

Entry requirements School Year 10 and above

English proficiency

Mode of Assessment • In class observation and demonstration

- Oral questioning
- Written
- Practical in-flight training and industry work experience
- Simulator training
- Online presentations and assessments

Resources provided • All Courseware

- Commercial grade RPAS (drones)
- Professional pilot instructors
- Advanced software In The Loop simulators
- Online e-learning support

Qualifications Awarded

- Certificate III in Aviation (Remote Pilot)
- Civil Aviation Safety Authority Remote Pilot Controllers License Certificate (RePL)
- Civil Aviation Safety Authority Aeronautical Radio Operators Certificate (AROC)
- Civil Aviation Safety Authority Aviation English Language Proficiency Test (A-ELP)

Experience Gained

- Applied and meaningful work experience with an industry leader
- Basic Crew Resource Management (CRM)

Fee structure

This course is delivered as part of the Queensland Government's VET in Schools Program (VETiS) and as such is delivered at no tuition cost to students. There is a Civil Aviation Safety Authority (CASA) fee of \$100 for issuance of the Remote Pilots Licence (RePL) and Aeronautical Radio Operator Certificate (AROC).

For students who do not qualify under the QLD Government's VET in Schools Program or other programs, the course fee is \$3,190 inclusive of CASA RePL and AROC fees.

Certificate II in Food Processing + Certificate III in Supply Chain Operations

Additional Learning Option – Dual Qualification

Registered Training Organisation: Strategix Training Group

RTO Code: 31418

Qualification Code/s and Title: FBP20122: Certificate II in Food Processing

TLI30321: Certificate III in Supply Chain Operations

Course Overview:

This dual qualification is informative and practical with topics relevant to current food industry requirements and warehousing trends, including food safety, stock control and Chain of Responsibility. This Strategix course will help you gain accredited qualifications and practical skills in an ever-growing industry that operates 24/7, throughout the entire world.

Successful completion of the dual qualification contributes up to a **maximum of ten (10) credits** towards a student's **QCE**.

Cost: FBP20122 Certificate II in Food Processing is fee free under VETiS funding by the Qld Government for eligible students. Additional to the VETiS funding, TLI30321 Certificate III in Supply Chain Operations will be charged at a discounted rate of \$500 per student.

*** If the student has used their VETiS funding, the course fee will be \$1,500 for FBP20122 Certificate II in Food Processing plus an additional \$500 for TLI30321 Certificate III in Supply Chain Operations.

Duration: 4 terms

FBP20122: Certificate II in Food Processing

Course Code	Unit Description	Course Assessment
FBPWHS2001	Participate in work health and safety processes	Competency Based. Assessment will be delivered using a variety of techniques, including: Practical assessment Written tasks Placement Exams Teacher observation Teacher questioning
FBPOPR2074	Carry out manual handling tasks	
TLIL0007	Complete workplace induction procedures	
FBPOPR2071	Provide and apply workplace information	
FBPPPL2001	Participate in work teams and groups	
FBPFSY2002	Apply food safety procedures	
FBPOPR2070	Apply quality systems and procedures	
FBPOPR2096	Follow procedures to maintain good manufacturing practice in food processing	
FBPPPL2002	Work in a socially diverse environment	
MSMENV272	Participate in environmentally sustainable work practices	
FBPOPR2079	Work with temperature-controlled stock	
TLIA2014	Use product knowledge to complete work operations	
BSBOPS203	Deliver a service to customers	

TLI30321: Certificate III in Supply Chain Operations

** Successful completion of FBP20122 is required before commencing TLI30321. Two units of competency, as shown in blue, are credit transferred from FBP20122 to fulfil the package requirements of TLI30321.

Course Code	Unit Description	Course Assessment
TLIB2001	Check and assess operational capabilities of equipment	Competency Based. Assessment will be delivered using a variety of techniques, including: Practical assessment Written tasks Placement Exams Teacher observation Teacher questioning
TLIU2012	Participate in environmentally sustainable work practices	
TLIA0008	Coordinate stock takes	
BSBPEF301	Organise personal work priorities	
TLIJ0003	Apply quality systems	
TLIA0004	Complete receipt and despatch documentation	
TLIA0015	Organise receipt and despatch operations	
TLIA0022	Pick and process orders	
TLIA0010	Identify goods and store to specifications	
TLIF0009	Ensure the safety of transport activities (Chain of Responsibility)	
TLIG2007	Work in a socially diverse environment	
TLID0020	Shift materials safely using manual handling methods	
TLIL0007	Complete workplace induction procedures	
TLIA2014	Use product knowledge to complete work operations	

Certificate II in Health Support Services + Certificate III in Community Services

Additional Learning Option – Dual Qualification

Registered Training Organisation: Strategix Training

RTO Code: 31418

Qualification Code and Title: HLT23221: Certificate II in Health Support Services

CHC32015 Certificate III in Community Services

Course Overview:

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 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.

Successful completion of the dual qualification contributes up to a **maximum of ten (10) credits** towards a student's **QCE**. Up to 4 points for the completion of Certificate II and up to a further 6 points for the completion of Certificate III.

Work Experience:

Students are highly encouraged to undertake work experience in a health or community service facility to strengthen their skills, knowledge and employability. This work experience is **not** a requirement to complete the course. Strategix Training considers industry experience to be very important for students to gain a deeper understanding of day-to-day operations in relevant roles.

Cost: HLT23221 Certificate II in Health Support Services is fee free under VETiS funding by the Qld Government for eligible students. Additional to the VETiS funding, HLT33115 Certificate III in Health Services Assistance will be charged at a discounted rate of \$500 per student.

*** If the student has used their VETiS funding, the course fee will be \$1,500 for the Certificate II plus an additional \$500 for the Certificate III.

Duration: 4 terms

HLT23221: Certificate II in Health Support Services

Course Code	Unit Description	Course Assessment
BSBOPS101	Use business resources	Assessment is competency based. Assessment techniques include: <ul style="list-style-type: none"> • observation • folios of work • questionnaires • written and practical tasks
BSBPEF202	Plan and apply time management	
BSBOPS203	Deliver a service to customer	
CHCCOM001	Provide first point of contact	
CHCCOM005	Communicate and work in health or community services	
CHCDIV001	Work with diverse people	
HLTWHS001	Participate in workplace health and safety	
HLTINF006	Apply basic principles and practices of infection prevention and control	
BSBADM101	Use business equipment and resources	
CHCCCS020	Respond effectively to behaviours of concern	
CHCCCS026	Transport individuals	
HLTFSE001	Follow basic food safety practices	
SITXFSA005	Use hygienic practices for food safety	

CHC32015: Certificate III in Community Services

** Successful completion of HLT23221 is required before commencing CHC32015. Four units of competency, as shown in blue, are credit transferred from HLT23221 to fulfil the package requirements of CHC32015.

Course Code	Unit Description	Course Assessment
HLTWHS002	Follow safe work practices for direct client care (R2)	Competency Based. Assessment will be delivered using a variety of techniques, including: Practical assessment Written tasks Placement Exams Teacher observation Teacher questioning
CHCCCS009	Facilitate responsible behaviour	
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety (R1)	
CHCDIS003	Support community participation and social inclusion (R1)	
BSBWOR301	Organise personal work priorities and development (R1)	
HLTWHS006	Manage personal stressors in the work environment (R1)	
CHCCCS016	Respond to client needs (R1)	
CHCDIS002	Follow established person-centred behaviour supports	
CHCVOL001	Be an effective volunteer	
CHCCOM005	Communicate and work in health or community services (R2)	
CHCDIV001	Work with diverse people (R1)	
CHCCOM001	Provide first point of contact (R1)	

TAFE Opportunities

Qualifications

TAFE provide a number of opportunities to students to undertake Certificates while at school. For details regarding these courses please seek a TAFE at Schools Guide. While a number of these opportunities can be undertaken fee free through VET in Schools funding, some do incur additional costs. Please ensure you read all documentation prior to submitting an application to ensure you are aware of the costs involved.

Students wishing to undertake TAFE in 2025 will be asked to complete an electronic expression of interest as part of their SET Planning process.

Priority is given to students in Year 11 and 12, students undertaking TAFE in Year 10 would need to have strong understanding of their future career pathway and be able to work independently.

School Based Traineeships

School-based apprenticeships and traineeships provide students with the opportunity to commence their chosen apprenticeship or traineeship prior to leaving school. Students can commence their career path by combining school, paid work and on-the-job training. A SBA or SBT is negotiated between the student, parent/carer, employer, supervising registered training organisation (SRTTO) and school to ensure it provides a genuine school-based learning opportunity and forms an appropriate component of an overall school program. On completion of the apprenticeship or traineeship, students are eligible to receive a nationally recognised qualification. Any competencies that are completed prior to leaving at the end of Year 12 can contribute to the Queensland Certificate of Education.

This information can be accessed at:

<https://desbt.qld.gov.au/training/apprentices/sats>