



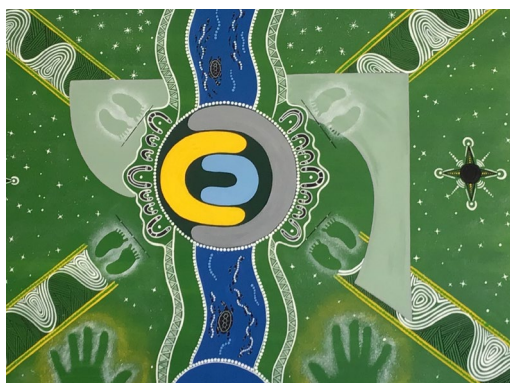
GOOD SAMARITAN
CATHOLIC COLLEGE
JOURNEY WITH COMPASSION

Good Samaritan Catholic College

Senior School Handbook

and

Subject Selection Guide



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22 May 2025

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We acknowledge the Traditional Owners and Custodians of this land.

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

Vision and Mission

Our Vision

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

Our Mission

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

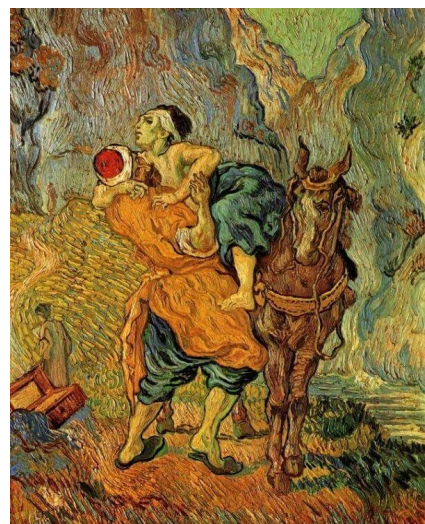
At Good Samaritan Catholic College, our Vision and Mission is enlivened by:

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

Journey with Compassion

College Prayer

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



Principal's Welcome



Dear Families,

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

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

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

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

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

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

Lee Elvy

Principal

Senior School Leaders



Leadership Team

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

College Learning Leaders

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

Wellbeing & Pastoral Leaders

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

Philosophy and Aims

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

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

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

To continue reading about the Learning and Teaching Framework at Good Samaritan Catholic College, please view a copy on our website or download a copy [here](#).

Senior School Success

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

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

QCAA Information

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

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

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

Queensland Certificate of Education (QCE)

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

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

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

To be eligible for a QCE, students must:

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

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

- 20 credits from learning options, including:
- [QCAA subjects or courses](#)
- [Vocational Education and Training qualifications](#)
- non-Queensland studies
- [recognised studies](#).

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

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

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

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

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

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

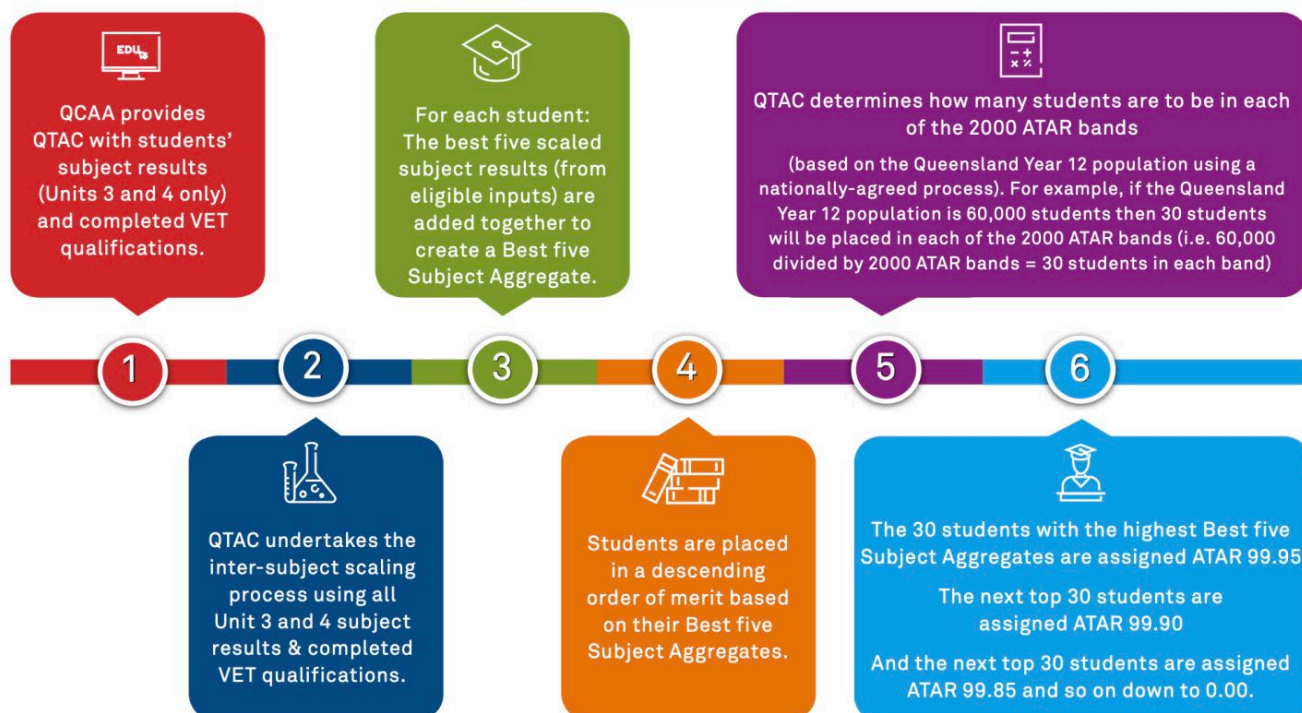
Example 3					
Subject	S1	S2	S3&4	Category	Credits
English (Ess)	S	S	C	Core	4
Maths (Ess)	U	S	B	Core	3
R & E	S	U	D	Core	1
Visual Arts	S	S	C	Core	4
Cert II Hosp	All Competencies			Core	4
Cert II Furnish	All Competencies			Core	4
QCE awarded				Total Credits	20

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

Australian Tertiary Admission Rank (ATAR)

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

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's: best five General subject results, or best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification. The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.



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

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

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

Don't overload or over specialize your General subjects

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

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

GSCC Careers service is offered to each student and parents

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

Access Arrangement and Reasonable Adjustments (AARA)

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

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

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

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

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

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

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

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

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

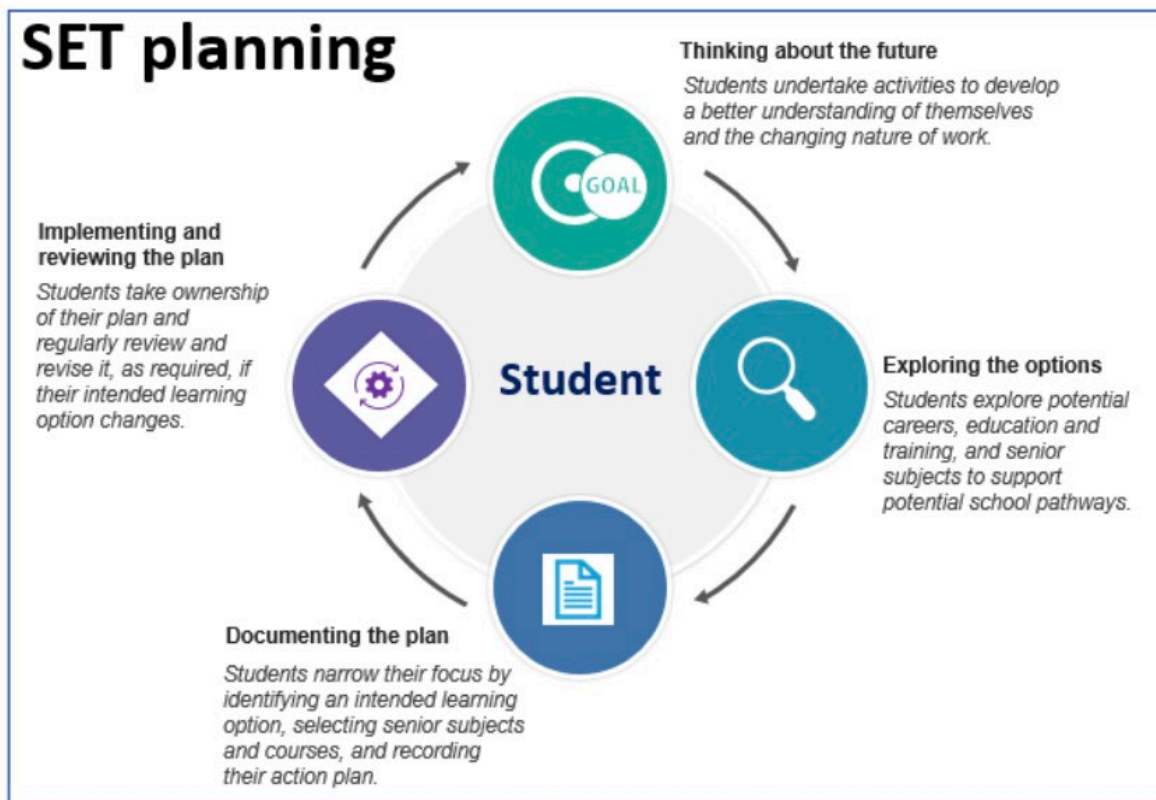
Planning your Pathway

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

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

Developing a SET Plan helps you to:

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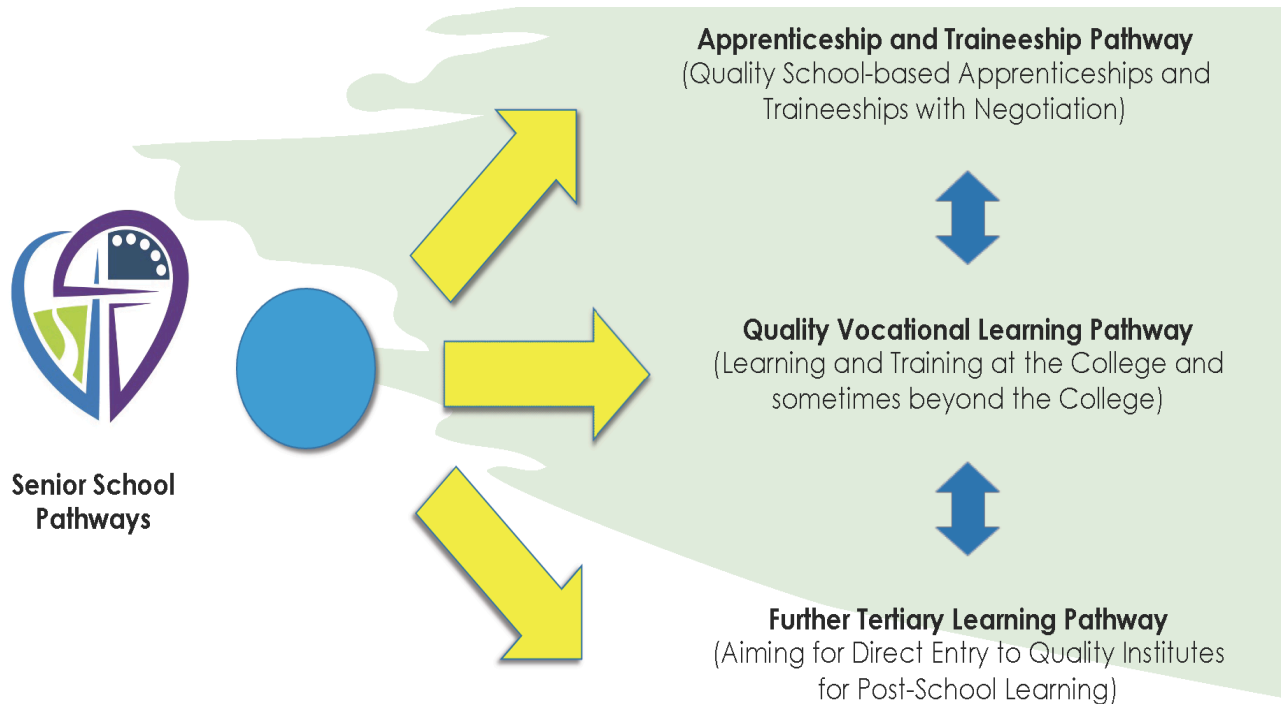


It is critical that we are realistic when it comes to SET planning. If a student has struggled to meet passing grades in a subject throughout high school, we cannot assume that there will be significant changes in Senior School. SET planning is a commitment to the future and students must maintain a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

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

Year 11 Curriculum Overview

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



The Apprenticeship/Traineeship Pathway

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

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

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

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

If you have future questions, please contact the coordinator for VET external learning, Mel Canale mcanale@bne.catholic.edu.au

The Quality Vocational Learning Pathway

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

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

The Further Tertiary Learning Pathway

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

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

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

Provisional Offerings Scope

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

FisherOne – Distance Education

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

<https://www.fisherone.qld.edu.au/Pages/default.aspx>

Senior Secondary QCAA General Subjects

English

Additional course cost: N/A

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

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

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

Assessment

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

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

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

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

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

Questions? See Ms Johnson (Learning Leader – English)

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

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

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

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

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

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

Assessment

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

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

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

Questions? See Ms Johnson (Learning Leader – English)

Mathematics

Specialist Mathematics

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

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

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

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

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

Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	15%
<ul style="list-style-type: none"> Problem-solving and modelling task 		<ul style="list-style-type: none"> Examination — short response 	
Summative internal assessment 2 (IA2):	15%		
<ul style="list-style-type: none"> Examination — short response 			
Summative external assessment (EA): 50%			
<ul style="list-style-type: none"> Examination — combination response 			

Questions? See Mrs Mabb (Learning Leader – Mathematics)

Additional course cost: N/A

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

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

Unit 1	Unit 2	Unit 3	Unit 4
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

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

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

Questions? See Mrs Mabb (Learning Leader – Mathematics)

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

General Mathematics is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education, or work. A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science, and the arts.

Unit 1	Unit 2	Unit 3	Unit 4
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

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

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

Questions? See Mrs Mabb (Learning Leader – Mathematics)

Religion

Study of Religion

Additional course cost: N/A

Study of Religion investigates religious traditions and how religion has influenced, and continues to influence, people's lives. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in a pluralist society.

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

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

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

Questions? See Mrs Currell (Learning Leader – Religion)

Science

Physics

Additional course cost: N/A

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

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

Unit 1	Unit 2	Unit 3	Unit 4
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

Assessment

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

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

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

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

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

Additional course cost: N/A

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

Unit 1	Unit 2	Unit 3	Unit 4
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).

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

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

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

Additional course cost: BIOZONE 2025 QCE Biology – Unit 1 & 2 estimate \$49 + Unit 3 & 4 estimate \$49

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

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

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

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

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

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

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

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

Humanities

Modern History

Additional course cost: N/A

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

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

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

Modern History is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

Questions? See Mrs Ironside (Learning Leader – Humanities)

Additional course cost: Senior Legal Studies Camp 2 days \$110 (estimated)

Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences. Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts. The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations.

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

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally. Pathways Legal Studies is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes Legal Studies students gain are transferable to all discipline areas and post-schooling tertiary pathways.

Questions? See Mrs Ironside (Learning Leader – Humanities)

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

Geography is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science. These pathways draw on the skills acquired through understanding and using spatial technologies.

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

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

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

Questions? See Mrs Ironside (Learning Leader – Humanities)

The Arts

Dance

Additional course cost: N/A

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

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

Assessment

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

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

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

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

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

Additional course cost: N/A

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

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

Assessment

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

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	30%
<ul style="list-style-type: none"> • Investigation — inquiry phase 1 		<ul style="list-style-type: none"> • Project — inquiry phase 3 	
Summative internal assessment 2 (IA2):	25%		
<ul style="list-style-type: none"> • Project — inquiry phase 2 			
Summative external assessment (EA): 25% <ul style="list-style-type: none"> • Examination — extended response 			

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

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

Additional course cost: N/A

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

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

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

Assessment

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

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

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

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

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

Design & Technologies

Design

Additional course cost: N/A

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

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

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

Assessment

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

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Design Challenge	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Project	30%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response	25%

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

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

Physical Education

Additional course cost: N/A

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

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

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

Assessment

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

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

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

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

Questions? See Miss Kerr (Learning Leader – HPE)

Vocational Education & Training (VET)

VET for School Students

Queensland school students can undertake nationally recognised vocational education and training (VET) qualifications while they are still at school. VET courses can be undertaken in Years 10, 11 and 12, and can count towards the Queensland Certificate of Education.

Students can undertake VET at school:

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

Read more information about VET delivered in schools by the Department of Education.

VET in Schools (VETiS) Program – NEW Career Ready

The Queensland Department of Trade, Employment and Training (DTET) is in the process of finalising the transition from the VET in Schools (VETiS) funding model to the new **Career Ready** and **Career Taster** funding frameworks, scheduled for implementation from **1 January 2026**.

Please note that not all information regarding Career Ready programs and funding is currently finalised or publicly available. While every effort has been made to ensure the accuracy of the information presented in this guide, changes may still occur, including updates to eligibility rules, program availability, and funding arrangements. Key elements, such as the **Career Ready Provisional Qualification List**, are subject to change pending ministerial approval and ongoing contractual negotiations between the Department and Registered Training Organisations (RTOs).

Schools, students, and families are encouraged to refer directly to the **Queensland Government's Career Ready website** (qld.gov.au/education/training/subsidies/career-ready) and the latest **Career Ready Provisional Qualification List** ([PDF link](#)) for the most up-to-date information.

Further advice should be sought from school VET coordinators or career advisors to ensure informed decision-making.

Funded by the Department of Employment, Small Business and Training, the VETiS program covers training fees for VET courses that are aligned to jobs and skills in demand, putting secondary school students on a path to employment and further VET opportunities.

In this way, the VETiS program aligns with successful programs such as Gateway to Industry Schools program, school-based apprenticeships and traineeships, and Trade Tasters—programs that also focus on supporting students onto employment pathways.

Training is delivered by TAFE and quality-assured funded training providers known as Skills Assure Suppliers (SAS).

How does VETiS work?

VETiS qualifications funded by the VET investment budget are listed on the Priority Skills List. These qualifications are delivered by SAS under the Certificate 3 Guarantee.

Students undertaking VETiS can complete one employment stream qualification at the certificate I or II level. Schools, in consultation with students and their parents, are able to choose any SAS approved to deliver the eligible qualification.

Students who wish to undertake a department-funded certificate III qualification should do so through a school-based apprenticeship or traineeship (SAT), with funding for SATs available under the User Choice program.

Information true and correct as at 22 May 2025 and sourced from

<https://desbt.qld.gov.au/training/providers/funded/vetis>

VETiS EXAMPLES

Examples below are provided only as guide and are subject to change. They do not take into account any previous circumstances that may impact on VETiS allocations, changes to government funding/policy or changes to RTO pricing.

EXAMPLE A

SUBJECTS	Extra Cost to parents?	VETiS available?	Predicted Final Cost to parent using VETiS
English	No	N/A	
Maths	No	N/A	
Religion and Ethics	No	N/A	
Sport and Recreation (Applied)	\$500 – excursion & camp fees	N/A	
Certificate II Sport and Rec/Cert III Fitness	\$365 + \$55 First aid + admin	Yes, however parent/student opt to use VETiS on the more expensive course	\$365 + \$55 First aid + admin
Cert I & Cert II Construction	\$1200 + admin	Yes – VETiS used	N/A

EXAMPLE B

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

EXAMPLE C

Subject	Extra Cost to parents	VETiS available	Predicted Final Cost to parent using VETiS
English	No	N/A	
Maths	No	N/A	
Religion and Ethics	No	N/A	
Tourism	No	N/A	
Cert II Engineering	\$1200 + admin	Yes – VETiS used	N/A
Cert II Cookery	\$1000+ admin	Yes, however parent/student opt to use VETiS on the more expensive course	\$1000+ admin

Vocational Courses

Certificate III Business - BSB30120 - Binnacle Training (RTO31319)

Additional course cost: \$395 + admin fee (estimate - subject to change)

2026 VETiS arrangements are yet to be finalised by the Government therefore costs are subject to change

This qualification reflects the role of individuals in a variety of Business Services job roles.

The program will be delivered through class-based tasks as well as both simulated and real business environments at the school - involving the delivery of a range of projects and services within the school community.

This program also includes the following:

- › Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project - Binnacle Boss
- › Students examine business opportunities and participate in an Industry discovery

An excellent work readiness program where students develop a range of essential workplace skills.

SKILLS ACQUIRED

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



WHAT DO STUDENTS ACHIEVE?

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

Binnacle Training 2026 Course Snapshot

BSB30120 CERTIFICATE III IN BUSINESS

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetable Line

Please consult Binnacle Training to discuss
Fast-Track options.

Units of Competency:
13 (6 Core Units, 7 Elective Units) plus 2
Optional Additional Units*

Suitable Year Level(s):
Year 11 and 12

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

Cost (Fee-For-Service):
\$395.00 per person

QCE Outcome:
Maximum 8 QCE Credits

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.

TERM 1	TOPICS <ul style="list-style-type: none"> › Introduction to the Business Services Industry › Introduction to Entrepreneurship and Business › Introduction to Personal Finances PROJECTS <ul style="list-style-type: none"> › Research Business Topics
TERM 2	TOPICS <ul style="list-style-type: none"> › Research Topics and Create a Group Presentation PROJECTS <ul style="list-style-type: none"> › Group Presentation
TERM 3	TOPICS <ul style="list-style-type: none"> › Workplace Health and Safety › Sustainable Work Practices PROJECTS <ul style="list-style-type: none"> › WHS Processes at the "Go! Regional" Travel Expo
TERM 4	TOPICS <ul style="list-style-type: none"> › Inclusive Work Practices › Engage In Workplace Communication PROJECTS <ul style="list-style-type: none"> › Inclusivity and Communication In the Workplace
TERM 5	TOPICS <ul style="list-style-type: none"> › Develop and Apply Knowledge of Personal Finances PROJECTS <ul style="list-style-type: none"> › Personal Budget for the Future
TERM 6	TOPICS <ul style="list-style-type: none"> › Work In a Team › Critical Thinking Skills PROJECTS <ul style="list-style-type: none"> › Critical Thinking at Go! Travel
TERM 7 PART 1	TOPICS <ul style="list-style-type: none"> › Producing Simple Documents PROJECTS <ul style="list-style-type: none"> › Binnacle Boss - Business Proposal
TERM 7 PART 2 (OPTIONAL)	TOPICS <ul style="list-style-type: none"> › Designing and Producing Presentations PROJECTS <ul style="list-style-type: none"> › Deliver a Focus Group Presentation

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

Please note this 2026 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). Please note that some training and assessment services are delivered by the School (as Third Party) and the PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: www.binnacletraining.com.au/rto

Questions? See Mrs Ironside (Learning Leader – Humanities)

*Additional course cost: \$1200 + admin fee (estimate - subject to change) - VETiS funding may apply
2026 VETiS arrangements are yet to be finalised by the Government therefore costs are subject to change*

QCE Credits: 4

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

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

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

Application

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

Eligibility - Cost

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

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

Please refer to the Blue Dog Training Website for information on their refund policy.

https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

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

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

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

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

Blue Dog Training is responsible for all training and assessment.

Core

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

Elective

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

Notes:

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

More information about this qualification is available at:

<https://training.gov.au/Training/Details/CPC20220>

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

Additional course cost: \$1200 + admin fee (estimate - subject to change) - VETiS funding may apply

2026 VETiS arrangements are yet to be finalised by the Government therefore costs are subject to change

QCE Credits: 4

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

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

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

Application

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

Eligibility - Cost

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

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

Please refer to the Blue Dog Training Website for information on their refund policy.

https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

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

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

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

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

Blue Dog Training is responsible for all training and assessment.

Core

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

Elective

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

Notes:

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

More information about this qualification is available at:

<https://training.gov.au/Training/Details/MEM20422>

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

Additional course cost: \$495 + \$75 First aid + admin fee (estimate - subject to change) - VETiS funding may apply (estimate gap fee of \$100)

2026 VETiS arrangements are yet to be finalised by the Government therefore costs are subject to change

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres. Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).

Students facilitate programs within their school community including:

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

WHAT DO STUDENTS ACHIEVE?

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

SKILLS ACQUIRED

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

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

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

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

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

Suitable Year Level(s):
Year 11 and 12

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

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

QCE Outcome:
Maximum 8 QCE Credits

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.

TERM 1	TOPICS
	<ul style="list-style-type: none"> Introduction to the Sport, Fitness and Recreation (SFR) Industry Introduction to Coaching Programs, Laws and Legislation
TERM 2	PROGRAMS
	<ul style="list-style-type: none"> Assist with Delivering Coaching Sessions (Supervisor Delivery) Plan and Deliver Coaching Sessions (Student Delivery)
TERM 3	TOPICS
	<ul style="list-style-type: none"> Introduction to Community Programs Introduction to Conditioning Programs
TERM 4	PROGRAMS
	<ul style="list-style-type: none"> Community SFR Program (Student Delivery) Participate in Conditioning Sessions (Supervisor Delivery)
TERM 5	TOPICS
	<ul style="list-style-type: none"> Working in the SFR Industry - WHS and Provide Quality Service Introduction to Anatomy and Physiology - The Cardiovascular System
TERM 6	PROGRAMS
	<ul style="list-style-type: none"> Plan and Deliver Group Conditioning Sessions Plan and Deliver a One-on-one Cardio Program
TERM 7	TOPICS
	<ul style="list-style-type: none"> Introduction to Anatomy and Physiology - The Musculoskeletal System First Aid Course: HLTAID011 Provide First Aid
TERM 8	PROGRAMS
	<ul style="list-style-type: none"> Recreational Group Exercise Program

QUALIFICATION SCHEDULED FOR FINALISATION

SIS20122 CERTIFICATE II IN SPORT AND RECREATION

TERM 5	TOPICS
	<ul style="list-style-type: none"> Anatomy and Physiology - Body Systems and Exercise Health and Nutrition Consultations
TERM 6	PROGRAMS
	<ul style="list-style-type: none"> One-on-One Gym Program (Adolescent Client) Plan and Conduct Sessions (Scenario Clients)
TERM 7	TOPICS
	<ul style="list-style-type: none"> Screening and Health Assessments Specific Population Clients (Including Older Adults)
TERM 8	PROGRAMS
	<ul style="list-style-type: none"> Fitness Orientation Program: Client Orientation Group Training Program: Plan and Conduct a Group Session
TERM 9	TOPICS
	<ul style="list-style-type: none"> N/A (Practical Term)
TERM 10	PROGRAMS
	<ul style="list-style-type: none"> Group Exercise and Gym-based One-on-One and Group Sessions: Female and Male Adults aged 18+; and Older adults aged 55+

UNITS OF COMPETENCY

HLTWHS001	Participate in workplace health and safety	BSBPEF301	Organise personal work priorities
SISXIND011	Maintain sport, fitness and recreation industry knowledge	BSBOPS304	Deliver and monitor a service to customers
BSBSUS211	Participate in sustainable work practices	SISFFIT035	Plan group exercise sessions
BSBPEF202	Plan and apply time management*	SISFFIT036	Instruct group exercise sessions
SISSPAR009	Participate in conditioning for sport*	SISFFIT032	Complete pre-exercise screening and service orientation
SISXCCS004	Provide quality service	SISFFIT033	Complete client fitness assessments
SISXEMF003	Respond to emergency situations	SISFFIT052	Provide healthy eating information
HLTAID011	Provide First Aid	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISOFLD001	Assist in conducting recreation sessions*	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISXFAC006	Maintain activity equipment*	* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)	

Please note this 2026 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). Please note that some training and assessment services are delivered by the School (as Third Party) and the PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: www.binnacletraining.com.au/rto

Questions? See Miss Kerr (Learning Leader – HPE)

Additional course cost: \$1000 + admin fee (estimate - subject to change) - VETiS funding may apply

2026 VETiS arrangements are yet to be finalised by the Government therefore costs are subject to change

Course Overview

Does working in a fast-growing and diverse hospitality industry excite you?

Take this excitement and passion and use it to gain an insight on the important areas of working as part of a kitchen team.

This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills to prepare food and menu items.

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, and coffee shops; and institutions such as aged care facilities, hospitals, prisons, and schools.

Course Delivery

The SIT20421 - Certificate II in Cookery is delivered over 2 years.

Training and assessment will be delivered in weekly classroom sessions at the school.

Eligibility Criteria

To be eligible to enrol in the VET in Schools program, you must:

- Be enrolled at school (year 10, 11 or 12); and
- Be a Queensland resident; and
- Be an Australian or New Zealand Citizen, or Australian permanent resident (including humanitarian entrants), or a temporary resident with the necessary visa and work permits on the pathway to permanent residency; and
- Have not already exhausted Certificate II VETiS funding.

QLD State Government VETiS funding is only available for one Certificate II qualification for each student.

Course Requirements

To achieve a SIT20421 - Certificate II in Cookery, a total of 13 units must be completed including 7 core units and 6 elective units as listed below.

Core Units

SITHCCC023 Use food preparation equipment *

SITHCCC027 Prepare dishes using basic methods of cookery *

SITHCCC034 Work effectively in a commercial kitchen ** #

SITHKOP009 Clean kitchen premises and equipment *

SITXFSA005 Use hygienic practices for food safety

SITXINV006 Receive, store and maintain stock *

SITXWHS005 Participate in safe work practices

Elective Units

SITHCCC024 Prepare and present simple dishes *

SITHCCC025 Prepare and present sandwiches *

SITHCCC028 Prepare appetisers and salads *

SITXFSA006 Participate in safe food handling practices

SITXCOM007 Show social and cultural sensitivity

SITXCCS011 Interact with customers

** Prerequisite is SITXFSA005 - Use hygienic practices for food safety*

*** Prerequisites are SITHCCC027 - Prepare dishes using basic methods of cookery and SITXFSA005 - Use hygienic practices for food safety*

Students are required to complete 12 service periods

Vocational Education and Training in Schools (VETiS) Program

The VETiS program is funded by the Queensland Government to give eligible students funding to complete a Certificate I or II level qualification while attending secondary school.

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

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

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

Every student that completes or discontinues a VET in Schools course must complete a Student Training and Employment Survey within 3 months.

For more information on the VETiS program and FAQs, visit the Queensland Government website at

<https://desbt.qld.gov.au/training/training-careers/incentives/vetis>

Fees

In situations where a student is not eligible for VETiS funding, [the fee for service cost = \\$1000.](#)

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

Additional course cost: \$750 (estimate - subject to change)

2026 VETiS arrangements are yet to be finalised by the Government therefore costs are subject to change

Certificate IV in Justice Studies		Duration:	2 years
Qualification description:	<p>Certificate IV in Justice Studies is a nationally accredited course. The Certificate IV in Justice Studies is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.</p> <p>Aims: The Certificate IV in Justice Studies course is designed to</p> <ul style="list-style-type: none"> • Provide students with a broad understanding of the justice system • Develop the personal skills and knowledge that underpin employment in the justice system. 		
Entry requirements:	<p>Academic - There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.</p> <p>Attitude – students need to demonstrate independent learning skills</p> <p>Students may be required to undertake an LLN test to determine suitability and any support needs.</p>		
Qualification packaging rules:	To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed.		
Units of Competency delivered:	<ol style="list-style-type: none"> 1. NAT10971001 Provide information and referral advice on justice-related issues 2. NAT10971002 Prepare documentation for court proceedings 3. NAT10971003 Analyse social justice issues 4. BSBXCM401 Apply communication strategies in the workplace 5. PSPREG033 Apply Regulatory Powers 6. BSBLEG421 Apply understanding of the Australian Legal System 7. PSPREG006 Produce formal record of interview 8. PSPREG010 Prepare a brief of evidence 9. PSPLEG002 Encourage compliance with legislation in public sector 10. PSPETH007 Uphold and support the values and principles of public service 		
Learning experiences:	<p>Content is delivered in a classroom environment through Legal Studies/Certificate IV in Justice Studies classes or via independent study in Study Lines at school. Course content is provided by the trainer and assessor. This can be in the format of online reading and activities, video/face-to-face workshops.</p> <p>Technology required: access to the internet</p>		
Assessment:	<p>Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following: written projects, online quizzes, observation of skills, oral and written questions.</p>		
Pathways:	<p>The Certificate IV in Justice Studies is recommended for students looking to gain employment or further study opportunities in justice and law-related fields such as the police service, justice-related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.</p>		
Course Costs:	\$750 up-front fee (current at 30 th April 2025)		
Further information	<p>Refund Policy: Please refer to the Student Handbook on the PICA website for the refund policy. Please note: Partial refunds will only be issued for extenuating circumstances at the discretion of the PICA CEO. A refund fee will be applied as an administration fee for requests for refund that are approved by PICA.</p> <p>Professional Investigators College of Australasia - Cert IV in Justice Studies</p>		

QCAA Applied Courses

Religion and Ethics

Additional course cost: N/A

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

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

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

Students have the opportunity to learn to:

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

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

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

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

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

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

4. **Communicate** responses.

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

5. **Evaluate** projects.

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

Unit option topics covered across Units 1-4:

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

Assessment

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

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

Questions? See Mrs Currell (Learning Leader – Religion)

Essential English

Additional course cost: N/A

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

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> • Responding to texts • Creating texts 	Texts and human experiences <ul style="list-style-type: none"> • Responding to texts • Creating 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.

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Spoken response 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • 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"> • Written response

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

Questions? See Ms Johnson (Learning Leader – English)

Essential Mathematics

Additional course cost: N/A

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

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

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs <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.

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 — short response

Questions? See Mrs Mabb (Learning Leader – Mathematics)

Media Arts in Practice

Additional course cost: N/A

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

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

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

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

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

Assessment

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

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

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

Music in Practice

Additional course cost: N/A

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

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

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

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

1. Use music practices. When making, students use music elements and concepts, compositional devices and technical skills to compose and perform music works.
2. Plan music works. When responding, students analyse key features of purpose and context to plan music works. They make decisions, explore solutions and choose strategies to achieve goals.
3. Communicate ideas. When making, students use music elements and concepts, compositional devices and technical skills to compose and perform works that communicate ideas for a purpose within a context. When composing, they organise and synthesise music elements and concepts and compositional devices to make music works that communicate ideas. When performing, students use technical skills to interpret music elements and concepts and communicate ideas.
4. Evaluate music works. When responding, students evaluate strengths, implications and limitations of their own work and the work of others. They make judgments and justify how ideas are communicated for audiences, purpose and contexts. Students select and use music terminology and language conventions when producing written, spoken or signed evaluations.

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

Unit option	Unit title
Unit option A	Music of today
Unit option B	The cutting edge
Unit option C	Building your brand
Unit option D	'Live' on stage!

Assessment

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

Technique	Description	Response requirements
Composition	Students make a composition that is relevant to the purpose and context of the unit.	Composition Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	Performance Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	Composition Composition: up to 3 minutes, or equivalent section of a larger work OR Performance Performance (live or recorded): up to 4 minutes AND Planning and evaluation of composition or performance One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent

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

Social & Community Studies

Additional course cost: N/A

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

Social and Community Studies incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

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

Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond school, including virtual communities.

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

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

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

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

Assessment

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

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

Questions? See Mrs Ironside (Learning Leader – Humanities)

Tourism

Additional course cost: N/A

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

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

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

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

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

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

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

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

Assessment

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

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

Questions? See Mrs Ironside (Learning Leader – Humanities)

Sport and Recreation

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

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

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

The subject consists of four topics:-

Unit D: Coaching and Officiating

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

Unit E: Community Recreation

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

Unit G: Event Management

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

Unit C: Challenge in the Outdoors

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

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

ASSESSMENT

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

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

Questions? See Miss Kerr (Learning Leader – HPE)

Questions?



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

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

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

Journey with Compassion

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

God Bless