

Senior Years



2026

Subject Handbook Years 11 & 12

FROM THE PRINCIPAL



Dear Students

We are very excited to be sharing in this final stage of your Secondary School learning. The transition to Years 11 and 12—is a pivotal moment in your educational journey. During this phase, you make critical decisions that shape your future. This Subject Selection Handbook serves as a compass, hopefully guiding you through the maze of subject options and career aspirations.

As you have probably already been advised, the key is to align subject choices with your individual interests, strengths, and long-term goals.

All students will be asked to choose one English, one Mathematics and one Religion option which best suits their pathway and ability.

All other subjects are chosen based on student choices, maximising flexibility in the design of your senior course of study. We are committed to working with you and your family to create a unique schedule that maximises potential and interest for students.

There are many ways to create a fulfilling schedule of Senior Years learning.

The QCE (Queensland Certificate of Education) can be made up of a variety of contributing activities.

This may include a combination of:

- **Senior School Subjects:** These form the core of academic learning.
- **VET Courses:** Practical skills and industry-specific qualifications.
- **Apprenticeships and Traineeships:** Combine on-the-job training with formal study.
- **University Subjects While at School:** Some students take university-level subjects concurrently.
- **Recognised Workplace Learning:** Part-time jobs or volunteering can contribute to the QCE.
- **Certificates and Awards:** Achieving specific certificates or awards adds value to the pathway.

Each individual's journey is unique. Consider your interests, goals, and circumstances when choosing the path that aligns best with your aspirations. Whether it's university, vocational training, or an alternative route, there are plenty of options to explore!

In the senior years, each subject choice is a stepping stone. Whether you're aiming for a specific career, further study, or personal growth, we encourage you to discuss options with your parents, teachers, older students, and anyone who can offer insight into helping you achieve the goals you are setting for yourself.

We are excited to see you become the young men and women pursuing your goals for the future, with the support of your parents/carers and teachers.

All the best for your Senior years. We look forward to working with you to support you in reaching your goals.

With blessings

A handwritten signature in black ink, appearing to read 'Tameika Grist'.

Tameika Grist

Principal



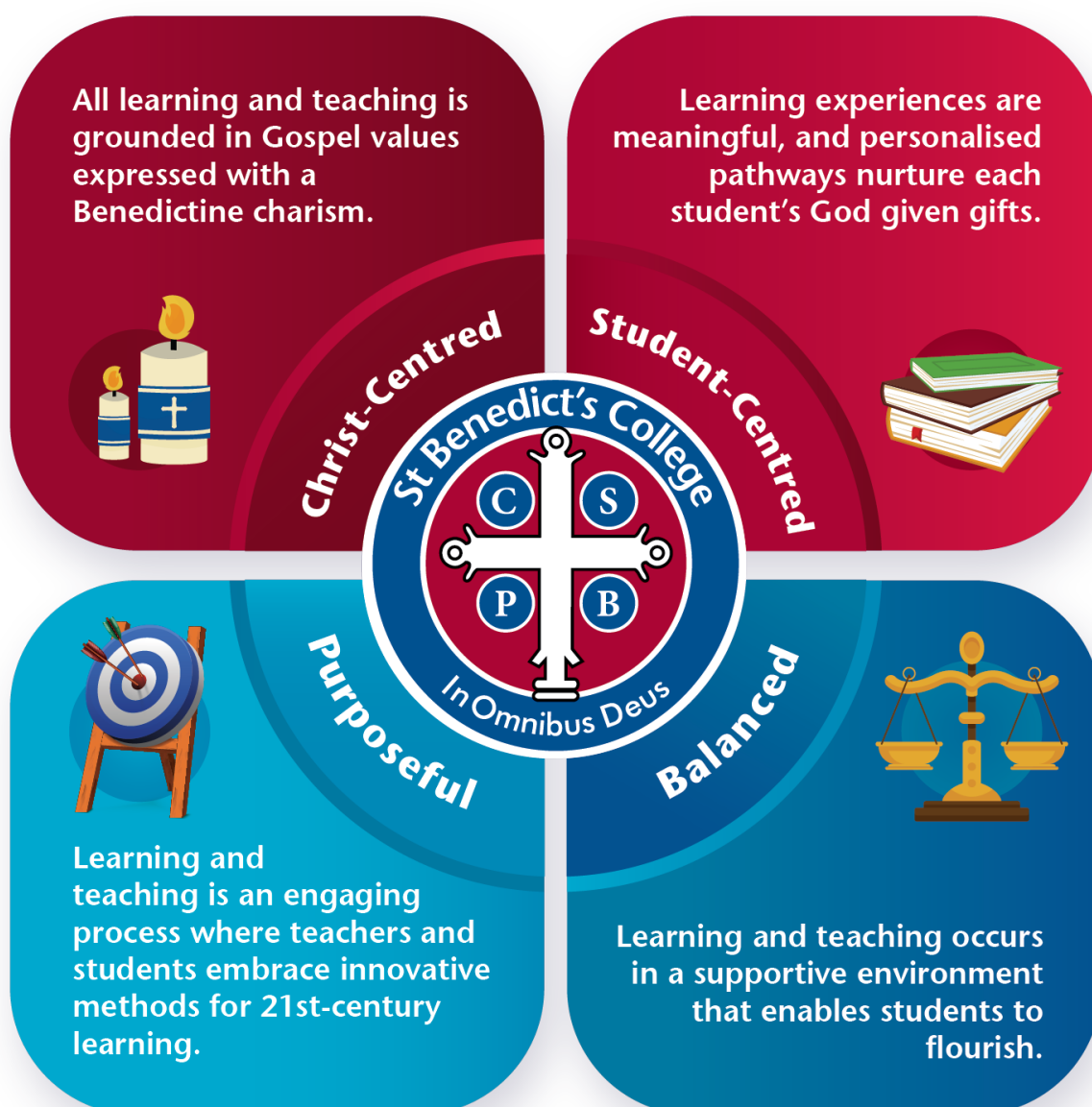
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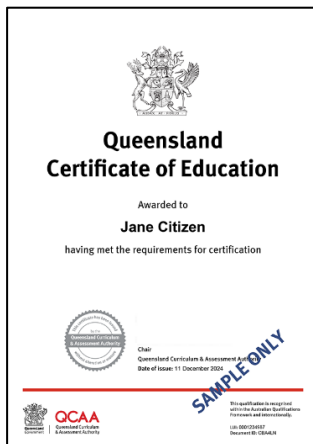
LEARNING & TEACHING FRAMEWORK

The St Benedict's College Learning and Teaching Framework establishes a shared understanding of how learning and teaching are approached within our community. It brings together the key elements that define and shape the learning culture of our College, guiding the planning, delivery, and evaluation of high-quality education for all students. The framework is intentionally named with "learning" first, reflecting our commitment to placing learners at the heart of everything we do.

Rather than prescribing specific methods or techniques, the framework embraces a holistic perspective on the dynamic processes of learning and teaching at St Benedict's College. Grounded in our College's Vision, Mission, and Values, the framework is further enriched by contemporary research on effective learning practices. It aligns with the Brisbane Catholic Education Strategy and the principles outlined in the Alice Springs Education Declaration (Mparntwe).



LANGUAGE OF SENIOR SCHOOLING



Subject	Year	Score	Rank	Result	Year	Grade
English	11	85	10	A	2020	A
Mathematics	11	75	20	B	2020	B
Science	11	65	30	C	2020	C
History	11	55	40	D	2020	D
Physical Education	11	45	50	E	2020	E
Visual Arts	11	35	60	F	2020	F
Music	11	25	70	G	2020	G
Health and Physical Education	11	15	80	H	2020	H
Languages	11	5	90	I	2020	I
Business	11	0	100	J	2020	J
Information Technology	11	0	100	J	2020	J
Design	11	0	100	J	2020	J
Personal Development	11	0	100	J	2020	J
Community Studies	11	0	100	J	2020	J
Health and Physical Education	11	0	100	J	2020	J
Business	11	0	100	J	2020	J
Information Technology	11	0	100	J	2020	J
Design	11	0	100	J	2020	J
Personal Development	11	0	100	J	2020	J
Community Studies	11	0	100	J	2020	J



Australian Tertiary Admission Rank (ATAR)

ATAR is the main tool used across Australia for university admissions, showing how a student ranks compared to their peers. It provides a consistent way to assess overall academic performance among students who have completed different subject combinations.



General Subjects

General subjects are ideal for students aiming to pursue tertiary education, as well as vocational training or employment after high school. These subjects contribute to the Queensland Certificate of Education (QCE) and may be used in the calculation of an ATAR.



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.



Statement of Results

A new statement of results is provided to students upon completion of each QCAA-developed course. Once a student meets the requirements for a QCE, a complete academic record and the QCE qualification will be issued in the following December or July.



Applied Subjects

Applied subjects are designed for students who are mainly focused on post-school pathways such as vocational education, training, or entering the workforce. These subjects count toward the Queensland Certificate of Education (QCE), and one Applied subject result can be included in the calculation of an ATAR.



Queensland Certificate of Individual Achievement (QCIA)

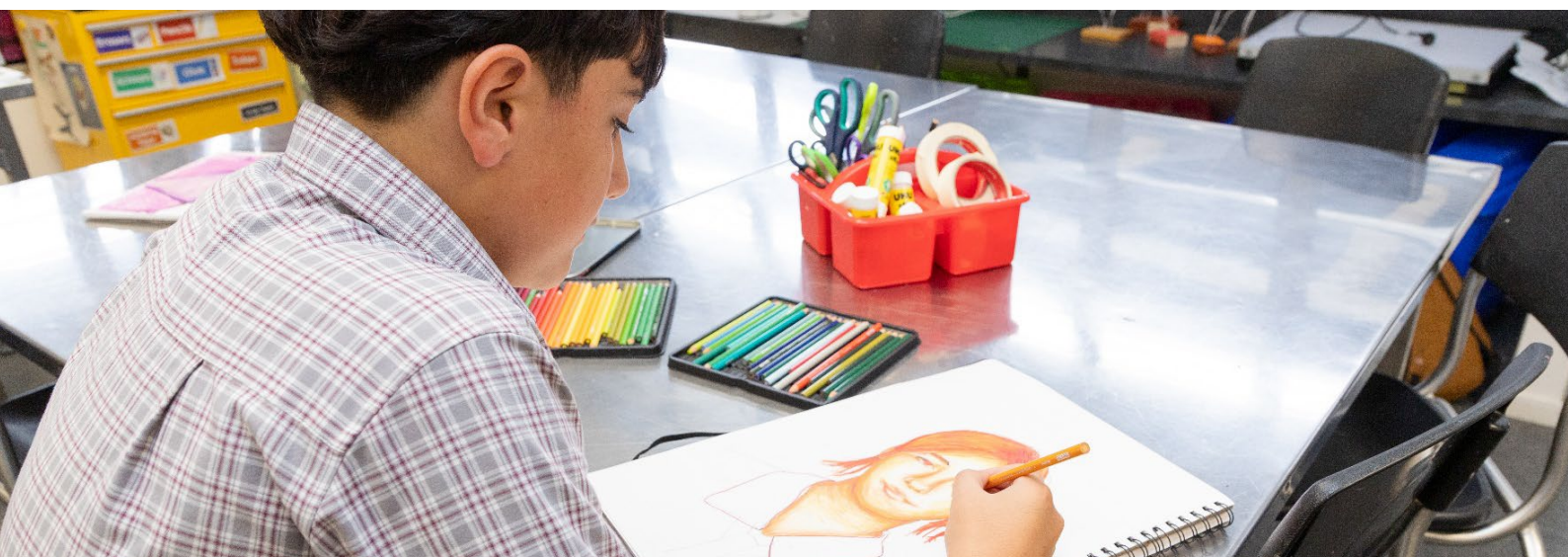
The QCIA certificate recognises the schooling achievement of students who are on individualised learning programs due to impairments or difficulties in learning that are not primarily due to socioeconomic, cultural, or linguistic factors.



Vocational Education and Training (VET)

VET offers valuable pathways for students, especially those looking to gain practical, job-ready skills. VET benefits learners by:

- Equipping them with skills directly related to the workplace, increasing their employability
- Providing alternative learning experiences, including hands-on, work-based training
- Using competency-based assessments aligned with industry expectations.

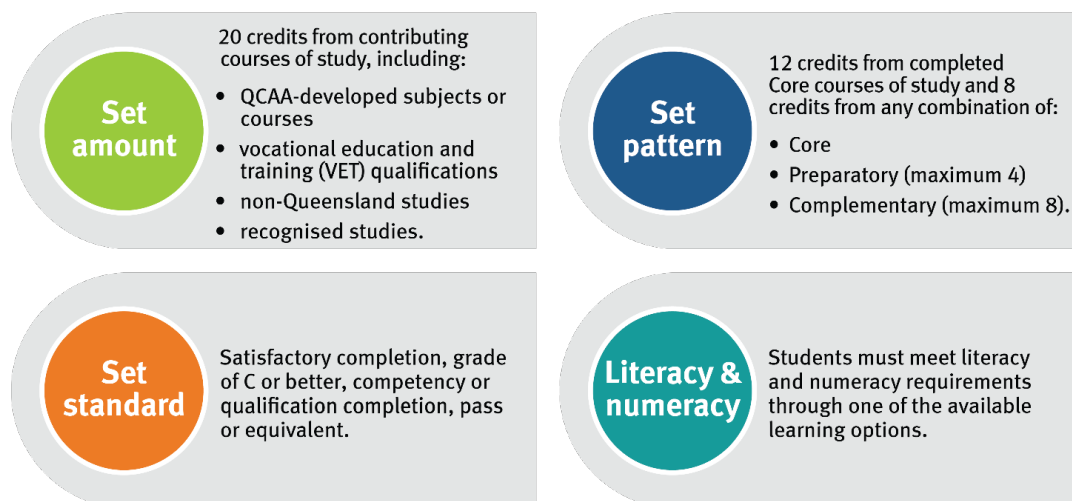


ABOUT THE QCE

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals.

QCE requirements for students completing Year 12

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



QCE requirements for students completing Year 12

With hundreds of course combinations available, you can choose the QCE learning options that are right for you.

Course type	QCE category	QCE credit	ATAR
General Subjects General subjects primarily prepare you for tertiary study, further education and training and work.	Core	Up to 4 per course	All subjects may contribute
Applied Subjects Applied subjects focus on practical skills and prepare you for work.	Core	Up to 4 per course	Only 1 may contribute when combined with 4 General subjects
Short Courses Short Courses provide a foundation for further learning in a range of areas.	Preparatory or Complementary depending on course	1 per course	Short Courses do not contribute
Vocational Education and Training VET qualifications develop your skills and get you ready for work through practical learning. VET can also lead to further education and training.	Core, Preparatory or Complementary depending on course	Up to 8 per course	Only 1 may contribute at Certificate III level or higher, when combined with 4 General subjects
Other courses Other courses allow you to study a specific area of interest. These include recognised certificates and awards, and university subjects studied while at school.	Core, Preparatory or Complementary depending on course	As recognised by QCAA	Check with QTAC depends on course

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

The QCIA certificate recognises the schooling achievement of students who are on individualised learning programs due to impairments or difficulties in learning that are not primarily due to socioeconomic, cultural, or linguistic factors.

The QCIA records educational achievement in two areas:

- The Statement of Achievement provides description of the student's demonstrated knowledge and skills in areas of study and learning.
- The Statement of Participation lists activities that a student has undertaken such as extracurricular activities or work experiences.

The QCIA recognises the unique individual achievements that cannot generally be credited to a Learning Account for a QCE. It is an official record of completion of at least 12 years of education. It can be shown to employers as a summary of knowledge and skills gained. It can also be used by training providers to help them decide the best training options they can provide for a particular student.

Students or parents wishing to find out more about the QCIA should talk to the Learning Enhancement Leader, the Guidance Counsellor, or the Assistant Principal - Learning and Teaching. The QCAA website also has a section dealing with the certificate under Certificates and Qualifications. The current web address is www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qcia



WHAT IS REQUIRED FOR UNIVERSITY ENTRY?

There are multiple pathways to university.

Australian Tertiary Admission Rank (ATAR)

The ATAR indicates a student's position relative to other students. It is important to note that an Australian Tertiary Admission Rank (ATAR) score is not the only way to access tertiary study.

The ATAR is the primary mechanism used nationally for tertiary admission. The ATAR indicates a student's position relative to other ATAR eligible students.

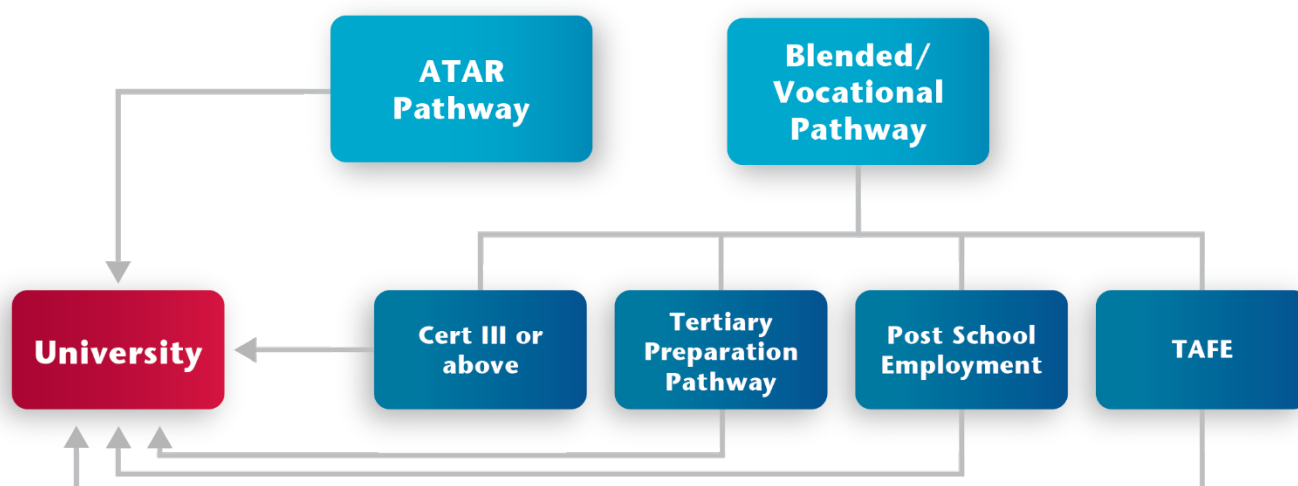
To be eligible for an ATAR, a student must have:

- Satisfactorily completed an English* subject.
- Completed five General subjects, or four General subjects plus one Applied subject or VET course at AQF Certificate III or above.

The ATAR is expressed on a 2000 point scale from 99.95 (highest) down to 0, in increments of 0.05. ATAR scores below 30 will be reported as '30.00 or less'.

Other Tertiary Entrance Pathways

Each university has its own policies regarding school leavers without an ATAR. If you are not eligible for an ATAR but wish to gain entry to a tertiary course, check with your SET Plan Mentor. Depending on the university, you may be able to gain entry with other qualifications. Your SET Plan Mentor can also help you understand the different tertiary entrance pathways and the best options for you. These may include:



*NB While students must satisfactorily 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 subjects.

SUBJECT SELECTION & SET PLANNING

Choosing senior subjects at St Benedict's College is completed in three phases.



Phase 1: Pathways Program

Students undertake an extensive Pathways Program incorporating career assessment surveys, QCE and QTAC education, ATAR eligibility awareness and VET and employment sector guidance.

Students complete their SET Plan preparation during career lessons.

When selecting a pathway consider the following questions:

1. What career am I interested in?
2. What is the pathway necessary to access this career?
3. What are the educational prerequisites for the career?
4. Do the subjects I have selected contribute to my preparation for this career?
5. Beyond my chosen career, what other pathways would be accessible through this course?



Phase 2: Subject Recommendations

This is a very important part of the process as teachers recommend a student's Religion, English, Mathematics and Science subjects for Year 11, based on their results, effort, and progress in Year 10.

These recommendations, collected by students in consultation with their teachers, form the basis of subject selections in these areas or prompt a further discussion with parents and caregivers as well as Teachers, Curriculum Leaders, or Pathways Leader.

While they are recommendations, students, parents and caregivers need to use this as a base for successful choices for Year 11 and 12.



Phase 3: SET Plan Interviews – Finalised Subjects

Students, parents and caregivers attend SET Plan Interviews with a St Benedict's College SET Plan mentor to finalise subject selection.

Subjects are agreed upon by students, parents and caregivers and the St Benedict's College SET Plan mentor and signed off during the interview.

Year 11 subjects finalised and communicated with students, parents and caregivers in Term 4.



WHERE TO GO FOR HELP



Tamieka Grist
Principal



Peter Olley
Assistant Principal Catholic Identity & Formation



Anja Reust
Assistant Principal Teaching & Learning



Bonnie Towers
Guidance Counsellor



Geoffrey Young
VET Program Leader



Megan Gscheidle
Pastoral Leader Year 12



Lavinia Affleck
Pastoral Leader Year 10



Tim Campbell
Deputy Principal



Chris Carlill
Assistant Principal Student Engagement



Dominique Sinclair
Guidance Counsellor



Louise Forbes
Guidance Counsellor



Sarah Meder
Pathways Program Leader



Grant Shepherd
Pastoral Leader Year 11



Sam Kittoli
Learning Enhancement Program Leader

Curriculum Leaders:



Shaun Manning
Design Technologies



Michael Addicott
Digital Technologies



Jemma Cecil
English



Mark Bennedick
Health and Physical Education



Branden Laurie
Humanities/ Languages



James Downey
Mathematics



Jacob Reust
Religious Education



Kate Buchanan
Science



Megan Davis
The Arts

SUBJECT SELECTION COMBINATIONS

At St Benedict's College, students study 6 subjects. Students select a Religion, English and Mathematics subject, then three (3) electives of their choice. G = General, A = Applied, V = VET.

Subject 1	Subject 2	Subject 3
Religion	English	Mathematics
Study Of Religion (G) OR Religion & Ethics (A)	English (G) OR Literature (G) OR Essential English (A)	General Mathematics (G) OR Mathematical Methods (G) OR Essential Mathematics (A)
Subject 4	Subject 5	Subject 6
Elective 1	Elective 2	Elective 3
Student Choice	Student Choice	Student Choice

Example 1	Example 2	Example 3	Example 4
ATAR Eligible ATAR 6	ATAR Eligible ATAR 5	ATAR Eligible Blended	ATAR Ineligible Vocational
Six (6) General Subjects	Five (5) General Subjects + One (1) Applied	Four (4) General Subjects + Two (2) Applied/VET	Other combination of Applied/General/VET
Study of Religion (G)	Religion & Ethics (A)	Study of Religion (G)	Religion & Ethics (A)
Literature (G)	English (G)	English (G)	Essential English (A)
Mathematical Methods (G)	General Mathematics (G)	General Mathematics (G)	Essential Mathematics (A)
Biology (G)	Design (G)	Business (G)	Physical Education (G)
Chemistry (G)	Biology (G)	Arts in Practice (A)	Information & Communication Technology (A)
Physics (G)	Legal Studies (G)	Certificate II in Hospitality (V)	Certificate III in Business (V)

VOCATIONAL EDUCATION AND TRAINING

St Benedict's College offers a flexible approach to planning and structuring senior study and training around each student's abilities, interests and ambitions. As well as our onsite Vocational Education and Training (VET) courses, we accommodate a wide range of external and self-paced study options. We have well established relationships with a number of Registered Training Organisations, an assortment of business organisations and can facilitate enrolments for TAFE at School, externally delivered certificate courses and school-based traineeships and apprenticeships. Please view the list below for course and provider information or contact the VET Program Leader if you would like to discuss VET options for 2026 and beyond.

VET Courses

- VET courses are available to students while they are still at school.
- VET courses can be undertaken as part of the school timetable through a classroom delivery model. Further information on these courses can be found in this handbook. Students can study VET subjects via external self-paced courses or off-site training such as TAFE.
- VET courses can be undertaken in Years 10, 11 and 12, and can contribute to the Queensland Certificate of Education.
- VET courses can also be undertaken while a student is still enrolled at school through a school-based apprenticeship or traineeship (SAT).

Career Ready Program

The Career Ready program is part of the Good Jobs, Great Training: Queensland Skills Strategy 2024–2028. This program helps school students make good career and training choices, so they can leave school more career-ready, informed and confident in their future.

The Career Ready program aims to help students better understand their career and training options and provide stronger pathways to work – with fee-free VET courses that have strong industry and employment connections, including more school-based apprenticeships and traineeships.

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 handbook, changes may still occur, including updates to eligibility rules, program availability, and funding arrangements.

College Process for Career Ready Funding

The qualification accessing the Career Ready funding is typically determined by prioritising external providers or providers with higher fees for service programs. This can be discussed with the VET Program Leader. Where Career Ready funding is not applied to the cost of a course, parents will be billed the course fee listed in this handbook.

COURSES OFFERED AS A SUBJECT AT THE COLLEGE

Course		RTO	Cost
Year 11	Year 12		
Certificate II in Workplace Skills (BSB20120)	Certificate II in Workplace Skills (BSB20120)	Binnacle	\$345
Certificate II in Sport and Recreation * (SIS20122)	Certificate III in Fitness (SIS30321)	Binnacle	\$495
Certificate II in Community Services * (CHC22015)	Certificate III in Community Services (CHC32015)	Connect 'n' Grow	TBC 2025 cost was \$998
Certificate II in Health Support Services * (HLT23221)	Certificate III in Health Services Assistance (HLT33115)	Connect 'n' Grow	TBC 2025 cost was \$998
Certificate III in Business (BSB30120)		Binnacle	\$395
Certificate II in Hospitality (SIT20322) *		Training Direct Australia	\$1380

**Career Ready funding may apply.*

Note: Course costs may change at the discretion of the RTO and are correct at time of publication.



TAFE, EXTERNAL COURSES, APPRENTICESHIPS AND TRAINEESHIPS

During the SET Planning process, students may indicate that they wish to:

- undertake training at TAFE or with another training provider, or
- participate in a traineeship or apprenticeship.

Students who indicate their interest in pursuing such opportunities would still normally **choose six subjects** and wait until they are well established in their alternative course before renegotiating their subjects and **reducing their timetable to accommodate this**.

External Courses and School-based Apprenticeships and Traineeships (SAT):



TAFE at School



Aviation Australia



The Australian Trade Training College



Queensland College of Music
(Certificate IV in Music)



Skills Compliance - Certificate II
Aircraft Line Maintenance



School Based Apprenticeships and
Traineeships (SAT)



UNIT TIMINGS

Units do not align to holidays in Year 11 and 12. Assessment dates cannot be changed due to family holidays or commitments. Please consider this as your student enters the Senior Years.

YEAR 11		YEAR 12	
TERM 1		TERM 1	
WEEK 1	UNIT 1	WEEK 1	UNIT 3
WEEK 2			
WEEK 3			
WEEK 4			
WEEK 5			
WEEK 6			
WEEK 7			
WEEK 8			
WEEK 9			
WEEK 10			
TERM 2		TERM 2	
WEEK 1	UNIT 1	WEEK 1	UNIT 3
WEEK 2			
WEEK 3			
WEEK 4			
WEEK 5			
WEEK 6	UNIT 2	WEEK 6	UNIT 4
WEEK 7			
WEEK 8			
WEEK 9			
WEEK 10			
TERM 3		TERM 3	
WEEK 1	UNIT 2	WEEK 1	UNIT 4
WEEK 2			
WEEK 3			
WEEK 4			
WEEK 5			
WEEK 6			
WEEK 7			
WEEK 8			
WEEK 9			
WEEK 10			
TERM 4		TERM 4	
WEEK 1	UNIT 3	WEEK 1	Revision and external Assessment
WEEK 2			
WEEK 3			
WEEK 4			
WEEK 5			
WEEK 6			
WEEK 7			
WEEK 8			
WEEK 9			
WEEK 10			

SUBJECTS OFFERED

Design Technologies

	SUBJECT TYPE
Design	General
Food and Nutrition	General
Industrial Technology Skills	Applied

English

Year 11 & 12 students MUST choose one English subject.

	SUBJECT TYPE
English	General
Essential English	Applied
Literature	General
Literacy	Short Course

Humanities & Languages

	SUBJECT TYPE
Ancient History	General
Business	General
Chinese	General
Modern History	General
Legal Studies	General

Religion

Year 11 & 12 students MUST choose one Religion subject.

	SUBJECT TYPE
Religion & Ethics	Applied
Religion, Meaning and Life	Alternative non-accredited
Study of Religion	General

The Arts

	SUBJECT TYPE
Arts in Practice	Applied
Drama	General
Film, Television & New Media	General
Music	General
Visual Art	General

Digital Technologies

	SUBJECT TYPE
Digital Solutions	General
Information and Communication Technology	Applied

Health and Physical Education

	SUBJECT TYPE
Physical Education	General

Mathematics

Year 11 & 12 students MUST choose one Maths subject.

	SUBJECT TYPE
Essential Mathematics	Applied
General Mathematics	General
Mathematical Methods	General
Specialist Mathematics	General
Numeracy	Short Course

Science

	SUBJECT TYPE
Biology	General
Chemistry	General
Physics	General
Psychology	General
Science in practice	Applied

VET Certificate Courses

	SUBJECT TYPE
Certificate III in Business	VET Course
Certificate III in Community Services with Certificate II Community Services embedded	VET Course
Certificate III in Fitness with Certificate II in Sport and Recreation embedded.	VET Course
Certificate III in Health Services Assistance with Certificate II in Health Support Services embedded.	VET Course
Certificate II in Hospitality	VET Course
Certificate II in Workplace Skills	VET Course

DESIGN

The Design subject equips students with future-focused, transferrable skills by engaging them in problem-based learning and design thinking. It focuses on developing creative solutions that improve quality of life, responding to the needs and wants of individuals and communities. Students explore stakeholder-centred design (Unit 1), commercial design (Unit 2), human-centred design (Unit 3), and sustainable design (Unit 4). Through each unit, they apply divergent and convergent thinking, sketching, prototyping, and evaluation techniques.

The course emphasises collaboration, communication, critical and creative thinking, and ICT skills, essential for working in design teams and with stakeholders. Students learn to appreciate the impact of design on economic, social, and cultural contexts and understand the human role in shaping the future. They build resilience through iterative processes, where experimentation and risk-taking are encouraged. Overall, Design prepares students to be innovative, enterprising problem-solvers in a complex, globalised world.

Objectives

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

- Describe design problems and design criteria.
- Represent ideas, design concepts and design information using visual representation skills.
- Analyse needs, wants and opportunities using data.
- Devise ideas in response to design problems.
- Evaluate ideas to make refinements.
- Propose design concepts in response to design problems.
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Pathways

- Architecture
- Industrial Design
- Graphic Design
- Interior Design
- Fashion Design
- Engineering (e.g. Mechanical, Civil, Product)
- UX/UI Design (User Experience/User Interface)
- Digital Media and Animation
- Product Development and Manufacturing
- Furniture and Cabinet Making
- Entrepreneurship in Creative Industries

Course Structure

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"> • Designing for sustainability

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 20% <ul style="list-style-type: none"> • Design challenge 	Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> • Project
Summative internal assessment 2 (IA2): 30% <ul style="list-style-type: none"> • Project 	Summative internal assessment (IA4): 25% <ul style="list-style-type: none"> • Examination — extended response

FOOD AND NUTRITION

Food & Nutrition challenges students to think critically and creatively about contemporary food and nutrition issues, responding with innovative, practical solutions. Inclusive of students' needs, interests and aspirations, the subject encourages them to become enterprising individuals who make discerning decisions about the safe development and use of technologies in both local and global contexts. It promotes the development of transferable 21st century skills including critical and creative thinking, communication, collaboration, personal and social capability, and ICT proficiency. Students learn to adapt, work in teams and build resilience through problem-solving experiences that prepare them for collaboration in fields such as science, technology, engineering and health.

The subject explores food in the context of science, nutrition and technologies, focusing on nutrient properties and food system sustainability. The course is developmental: in Unit 1, students investigate the properties of vitamins, minerals and protein-based foods, alongside food safety, spoilage and preservation; in Unit 2, they examine consumer food drivers, sensory profiling, labelling and formulation; in Unit 3, they explore carbohydrate- and fat-based foods, preservation techniques and spoilage; and in Unit 4, they develop solutions for nutrition consumer markets, considering safety, transparency, accessibility and sustainability.

Students apply real-world problem-solving to create, justify and evaluate innovative food solutions. Using a real-world problem-solving process, students develop food solutions while justifying decisions and considering social, economic, and environmental sustainability.

Objectives

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

- Recognise and describe food and nutrition facts and principles
- Explain food and nutrition ideas and problems.
- Analyse problems, information and data
- Determine success criteria.
- Synthesise information and data.
- Generate solutions to provide data to determine the feasibility of the solution.
- Evaluate and refine ideas and solutions to make justified recommendations for enhancement
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Pathways

- Nutrition and dietetics
- Food science and technology
- Health promotion and public health
- Food safety and quality assurance
- Product development and innovation
- Environmental sustainability and food systems
- Education and research

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein <ul style="list-style-type: none"> • Introduction to the food system • Vitamins and minerals • Protein 	Food drivers and emerging trends <ul style="list-style-type: none"> • Consumer food drivers • Sensory profiling • Food safety and labelling • Food formulation for consumers 	Food science of carbohydrate and fat <ul style="list-style-type: none"> • Carbohydrate • Fat 	Food solution development for nutrition consumer markets <ul style="list-style-type: none"> • Formulation and reformulation for nutrition consumer markets • Nutrition consumer markets

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 25% <ul style="list-style-type: none"> • Examination - combination response 	Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> • Food & Nutrition solution
Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> • Food & Nutrition solution 	Summative internal assessment (IA4): 25% <ul style="list-style-type: none"> • Examination — combination response

INDUSTRIAL TECHNOLOGY SKILLS

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

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

Objectives

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

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

Pathways

- Aeroskills
- Automotive
- Building
- Construction
- Engineering
- Furnishing
- Industrial graphics
- Plastics

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cabinet Making	Furniture-Making	Interior Furnishing	Domestic Furniture

Summative Assessments

For Industrial Technology Skills, each unit has two assessment items:

- Practical Demonstration
- Project

Project	Practical Demonstration
Students apply a range of cognitive, technical and physical skills to demonstrate knowledge, understanding and skills in 'Industry practices' and 'Construction processes'. Students are given specifications (drawings and technical information) and may use class time and their own time to complete a structure that meets the specifications.	Students demonstrate construction skills and procedures over a set period of time. They are given specifications (such as a drawing or template) and use class time under teacher supervision.
<p>Project: Construction using the skills and procedures in 5–7 production processes</p> <p>Documentation: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>	<p>Project Demonstration: An artifact using the skills and procedures used in 3–5 production processes.</p> <p>Documentation: Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</p>

DIGITAL SOLUTIONS

In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to generate digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, social and economic impact, and the issues associated with the ethical integration of technology into our daily lives.

Students engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. They understand that solutions enhance their world and benefit society. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes. Students understand that progress in the development of digital solutions is driven by people and their needs.

Objectives

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

- Recognise and describe elements, components, principles and processes
- Symbolise and explain information, ideas and interrelationships
- Analyse problems and information
- Determine solution requirements and criteria
- Synthesise information and ideas to determine possible digital solutions
- Generate components of the digital solution
- Evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- Make decisions about and use mode appropriate features, language and conventions for particular purposes and contexts

Pathways

- Information Technology
- STEM
- Robotics
- Engineering
- Software Engineering
- Computer Science
- Data Science
- Cyber Security
- Game Design and Development
- Artificial Intelligence and Machine Learning
- Web and App Development
- Mechatronics
- Design and Technology
- Electronics
- Business Information Systems

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code <ul style="list-style-type: none"> • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions 	Application and data solutions <ul style="list-style-type: none"> • Data driven problems and solution requirements • Data and programming techniques • Prototype data solutions 	Digital innovation <ul style="list-style-type: none"> • Interactions between users, data and digital systems • Real world problems and solution requirements • Innovative digital solutions 	Digital impacts <ul style="list-style-type: none"> • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 25% <ul style="list-style-type: none"> • Technical Proposal 	Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> • Digital Solution
Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> • Digital Solution 	Summative internal assessment (IA4): 25% <ul style="list-style-type: none"> • Examination – combination response

INFORMATION AND COMMUNICATION TECHNOLOGY

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring, and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

Information and Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements.

Objectives

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

- Demonstrate ICT practices, skills and processes
- Interpret client briefs and technical information
- Select ICT practices and processes
- Sequence ICT processes
- Evaluate ICT processes and products
- Adapt ICT processes and products

Pathways

- ICT operations
- Digital media
- Web design
- Application support
- IT help desk
- Practical computing
- Technical writing

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Layout and publishing	Digital imaging and modelling	Web development	App development

Summative Assessments

For Information and Communication Technology, each unit has two assessment items:

- Practical Demonstration
- Project

Product Proposal	Project
Demonstrate, Interpret, Select, Evaluate	Demonstrate, Interpret, Select, Sequence, Evaluate, Adapt
Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media	Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media / demonstration of the functionality of the high-fidelity ICT product prototype

ESSENTIAL ENGLISH

Essential English is designed to develop students' literacy skills in practical ways. Students examine the purpose and language of a range of texts, expanding their ability to understand, evaluate and communicate effectively in and for a range of contexts. Essential English develops and refines students' language, literature and literacy skills to enable them to interact confidently and effectively with others in everyday, community, social and applied learning 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.

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode appropriate cohesive devices to construct coherent texts
- make mode appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

Pathways

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

Course Structure

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

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 25% <ul style="list-style-type: none"> • Spoken Response 	Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> • Multimodal Response
Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> • Common Internal Assessment (CIA) 	Summative internal assessment (IA4): 25% <ul style="list-style-type: none"> • Written Response

GENERAL ENGLISH

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

Students are offered opportunities to interpret and create texts for personal, cultural, social, and aesthetic purposes. They learn how language 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.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features, and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Objectives

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

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

Pathways

- Prerequisite for most undergraduate University courses
- Literacy skills for all workplace environments Further tertiary studies

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none"> • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts 	Texts and Culture <ul style="list-style-type: none"> • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts 	Textual connections <ul style="list-style-type: none"> • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts 	Close Study of literary texts <ul style="list-style-type: none"> • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 25% <ul style="list-style-type: none"> • Extended Response – Persuasive Spoken Response 	Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> • Extended response — imaginative written response
Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> • Extended response — written response for a public audience 	Summative internal assessment (IA4): 25% <ul style="list-style-type: none"> • Examination — analytical written response

LITERATURE

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

In Literature, students engage with a variety of texts to develop skills in communicating effectively using Standard Australian English. They learn to analyse and create texts across different modes and forms, appreciating how language, structure and style shape meaning. The subject fosters creativity, critical thinking, and enjoyment of literature, encouraging students to reflect on social and cultural ideas, understand diverse perspectives, and develop empathy through exposure to texts from various cultures and time periods, including works by Aboriginal and Torres Strait Islander authors.

Objectives

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

- 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.

Pathways

- Prerequisite for most undergraduate University courses
- Literacy skills for all workplace environments
- Further tertiary studies

Course Structure

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 affects readers • Creating analytical and imaginative texts 	Intertextuality <ul style="list-style-type: none"> • Genre, concepts and contexts • 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

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 25% <ul style="list-style-type: none"> • Examination – Extended Response 	Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> • Extended Response – Imaginative Written
Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> • Extended Response – Imaginative Written 	Summative external assessment (EA): 25% <ul style="list-style-type: none"> • Examination – analytical written response

SHORT COURSE LITERACY

The course is designed to support students in developing their knowledge and capacity to apply literacy skills to complete valuable life related tasks. Students will identify and develop the set of knowledge, writing skills and strategies needed to shape written language according to purpose, audience and context. Oral communication skills will be developed through both speaking and listening in transactional and interpersonal exchanges. Students will also come to understand that learning is fundamentally an activity undertaken to achieve objectives that they value.

There are two focus topics:

- Personal identity and education, where students develop reading, writing, oral communication and learning skills through expressing personal identity, achieving personal goals, and understanding and interacting with the wider community.
- The work environment, where students develop reading, writing, oral communication and learning skills through activities that relate to preparing for and seeking employment, operating in an existing workplace and/or entering a new work environment.

Students also learn how to structure and think about their learning in literacy.

Objectives

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

- Evaluate and integrate information and ideas to construct meaning from texts and text types
- Select and apply reading strategies that are appropriate to purpose and text type
- Communicate relationships between ideas and information in a style appropriate to audience and purpose
- Select vocabulary, grammatical structures and conventions that are appropriate to the text
- Select and use appropriate strategies and maintain spoken communication
- Derive meaning from a range of oral texts
- Plan, implement and adjust processes to achieve learning outcomes
- Apply learning strategies.

Pathways

Literacy is a Short Course suited to students who are interested in pathways beyond school that lead to Vocational Education and/or work. A course of study in Literacy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the literacy used by various professional and industry groups.

Course Structure

Topic 1	Topic 2
Personal Identity and Education <i>Personal and community, which encompasses:</i> <ul style="list-style-type: none"> • expressing personal identity and achieving personal goals • understanding and interacting with the wider community <i>Education and training, which encompasses:</i> <ul style="list-style-type: none"> • any form of structured learning • learning towards a formal qualification • learning within a language, literacy and numeracy program or community based program • formal or informal learning and training. 	The Work Environment <i>Workplace and employment, which encompasses activities:</i> <ul style="list-style-type: none"> • that an individual may be involved in as a member of an organisation • that may be conducted by someone working alone • related to preparing for and seeking employment • within an existing workplace, including organisational and management tasks.

Summative Assessments

Short Course	
Students will complete two summative internal assessments that count towards their overall subject result.	
Topic 1	Topic 2
Extended Response – written (IA1A) Student Learning Journal (IA1B)	Extended Response – spoken/signed (IA2A) Reading Comprehension Task (IA2B)

PHYSICAL EDUCATION

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions. Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies. Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision making as they evaluate and justify strategies to achieve a particular outcome.

Objectives

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

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

Pathways

- Exercise science
- Biomechanics
- The allied health professions
- Psychology
- Teaching
- Sport journalism
- Sport marketing and management,
- Sport promotion,
- Sport development and coaching.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity <ul style="list-style-type: none"> • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity 	Sport psychology, equity and physical activity <ul style="list-style-type: none"> • Sport psychology integrated with a selected physical activity • Equity - barriers and enablers 	Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none"> • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity 	Energy, fitness and training and physical activity <ul style="list-style-type: none"> • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 25% <ul style="list-style-type: none"> • Project – folio 	Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> • Project – folio
Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> • Investigation – report 	Summative internal assessment (IA4): 25% <ul style="list-style-type: none"> • Examination – combination response

ANCIENT HISTORY

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past.

This subject illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness.

A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

Objectives

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

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

Pathways

- Journalism
- Law
- Policy Analyst
- Genealogist
- Historical Consultant for media
- Archivist
- Historian

Course Structure

Two topics are studied in each unit, selected by the teacher to allow students to gain a breadth and depth of knowledge on the ancient world. The only exception is Unit 4 Topic 2, which is selected by the QCAA for external examination.

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World <ul style="list-style-type: none"> • Digging up the past • Features of ancient societies: <ul style="list-style-type: none"> ○ beliefs, rituals and funerary practices ○ lives of women ○ slavery ○ art and/or architecture ○ weapons and warfare ○ technology and engineering ○ entertainment and leisure 	Personalities in their times <ul style="list-style-type: none"> • Hatshepsut • Akhenaten • Xerxes • Perikles • Alexander the Great • Hannibal Barca • Agrippina the Younger • Nero • Boudica • Cao Cao • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart 	Reconstructing the Ancient World <ul style="list-style-type: none"> • Thebes — East and West, from the 18th to the 20th Dynasty • The Bronze Age Aegean • Persia from Cyrus II to Darius III • Fifth Century Athens (BCE) • Macedonian Empire from Philip II to Alexander III • Rome during the Republic • Early Imperial Rome from Augustus to Nero • Pompeii and Herculaneum 	People, power and authority <ul style="list-style-type: none"> • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Carthage and/or Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic • Ancient Rome — the Augustan Age • Ancient Rome — Imperial Rome until the fall of the Western Roman Empire

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 25% <ul style="list-style-type: none"> • Examination — extended response 	Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> • Investigation — Research Essay
Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> • Investigation — Source Investigation 	Summative internal assessment (IA4): 25% <ul style="list-style-type: none"> • Examination — short response

BUSINESS

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

The study of Business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future. Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information.

Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Objectives

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

- Describe business situations and environments
- Explain business concepts and strategies
- Analyse and interpret business situations
- Evaluate business strategies
- Create responses that communicate meaning

Pathways

- Business analytics
- Business administration
- Customer service
- Marketing
- Finance
- Human Resources
- Tourism/Hospitality
- Logistics

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business Creation <ul style="list-style-type: none"> • Fundamentals of business • Creation of business ideas 	Business Growth <ul style="list-style-type: none"> • Establishment of a business • Entering markets 	Business diversification <ul style="list-style-type: none"> • Competitive markets • Strategic development 	Business evolution <ul style="list-style-type: none"> • Repositioning a business • Transformation of a business

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 25% <ul style="list-style-type: none"> • Examination — combination response 	Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> • Feasibility report
Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> • Business report 	External assessment (EA): 25% <ul style="list-style-type: none"> • Examination — combination response

CHINESE

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

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

Objectives

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

- Comprehend Chinese to understand information, ideas, opinions and experiences.
- Identify tone, purpose, context and audience to infer meaning.
- Analyse and evaluate information and ideas to draw conclusions.
- Apply knowledge of language elements of Chinese to construct meaning.
- Structure, sequence and synthesise information to justify opinions and perspectives.
- Communicate using contextually appropriate Chinese.

Pathways

- Foreign affairs
- Tourism/Hospitality
- Aviation
- Customs or Immigration
- Diplomatic Staff
- Media and Communications
- Logistics
- Interpretation or translating

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
我的世界 — My world <ul style="list-style-type: none"> • Family/carers • Peers • Education 	探索世界 — Exploring our world <ul style="list-style-type: none"> • Travel and exploration • Social customs • Chinese influences around the world 	我们的社会; 文化和特性 — Our society; culture and identity <ul style="list-style-type: none"> • Lifestyles and leisure • The arts, entertainment and sports • Groups in society 	我的现在和未来 — My present; my future <ul style="list-style-type: none"> • The present • Future choices

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 20% <ul style="list-style-type: none"> • Examination — short response 	Summative internal assessment 3 (IA3): 30% <ul style="list-style-type: none"> • Multimodal presentation and interview
Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> • Examination — extended response 	Summative internal assessment (IA4): 25% <ul style="list-style-type: none"> • Examination — combination response

MODERN HISTORY

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces. Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures. Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences, and international experiences they discover how the past consists of various perspectives and interpretations.

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

Objectives

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

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

Pathways

- Journalism
- Law
- Policy Analyst
- Genealogist
- Historical Consultant for media
- Archivist
- Historian

Course Structure

Two topics are studied in each unit, selected by the teacher to allow students to gain a breadth and depth of knowledge on the ancient world. The only exception is Unit 4 Topic 2, which is selected by the QCAA for external examination.

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World <ul style="list-style-type: none"> • American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed) • French Revolution, 1789–1799 (Estates General meets – New Consulate established) • Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies) • Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends) 	Movements in the Modern World <ul style="list-style-type: none"> • Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place) • May Fourth Movement in China and its aftermath, 1919–1930s (Student protests at Beijing University begin – the New Life Movement begins) • Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end) • 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"> • Australia since 1901 (Federation of Australia) • Germany since 1914 (World War I begins) • United States of America, 1917–1945 (entry into World War I – World War II ends) • Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends) • India since 1947 (Indian Independence Act of 1947 becomes law) • South Korea since 1948 (Republic of Korea begins). 	International experiences in the Modern World <ul style="list-style-type: none"> • Australian engagement with Asia since 1945 (World War II in the Pacific ends) • Mass migrations since 1848 (California Gold Rush begins) • Genocides and ethnic cleansings since the 1930s (Holocaust begins) • Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins) • Cultural globalisation since 1956 (international broadcast of the 1956 Summer Olympics in Melbourne takes place)

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 25% <ul style="list-style-type: none"> • Examination — extended response 	Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> • Investigation – Research Essay
Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> • Investigation – Source Investigation 	Summative internal assessment (IA4): 25% <ul style="list-style-type: none"> • Examination — short response

LEGAL STUDIES

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.

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

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

Objectives

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

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

Pathways

- Border Protection
- State or Federal Police
- Court Administration
- Law
- Journalism
- Compliance or Human Resources
- Criminologist

Course Structure

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

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 25% <ul style="list-style-type: none"> • Examination — combination response 	Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> • Investigation — analytical essay
Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> • Investigation — inquiry report 	Summative internal assessment (IA4): 25% <ul style="list-style-type: none"> • Examination — combination response

ESSENTIAL MATHEMATICS

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations, and relations.

They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

Objectives

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

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

Pathways

- Trade
- Industry
- Business
- Community service

Course Structure

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

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 25% <ul style="list-style-type: none"> • Problem solving and modelling task 	Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> • Problem solving and modelling task
Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> • Common Internal Assessment 	Summative internal assessment 4 (IA4): 25% <ul style="list-style-type: none"> • Exam

GENERAL MATHEMATICS

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.

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

Learning reinforces prior knowledge and further develops key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities, and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

Objectives

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

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

Pathways

- Medicine
- Forensics
- Veterinary
- Food Sciences
- Marine Science
- Agricultural
- Biotechnology
- Environmental rehabilitation
- Biosecurity
- Quarantine
- Conservation and sustainability

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations <ul style="list-style-type: none"> • Topic 1: Consumer arithmetic • Topic 2: Shape and measurement • Topic 3: Similarity and scale • Topic 4: Algebra • Topic 5: Linear equations and their graphs 	Applications of linear equations and trigonometry, matrices and univariate data analysis <ul style="list-style-type: none"> • Topic 1: Applications of linear equations and their graphs • Topic 2: Applications of trigonometry • Topic 3: Matrices • Topic 4: Univariate data analysis 1 • Topic 5: Univariate data analysis 2 	Bivariate data and time series analysis, sequences and Earth geometry <ul style="list-style-type: none"> • Topic 1: Applications of linear equations and their graphs • Topic 2: Applications of trigonometry • Topic 3: Matrices • Topic 4: Univariate data analysis 1 • Topic 5: Univariate data analysis 2 	Investing and networking <ul style="list-style-type: none"> • Topic 1: Loans, investments and annuities 1 • Topic 2: Loans, investments and annuities 2 • Topic 3: Graphs and networks • Topic 4: Networks and decision mathematics 1 • Topic 5: Networks and decision mathematics 2

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 20% <ul style="list-style-type: none"> • Problem solving and modelling task 	Summative internal assessment 3 (IA3): 15% <ul style="list-style-type: none"> • Exam
Summative internal assessment 2 (IA2): 15% <ul style="list-style-type: none"> • Exam 	External Assessment (EA): 50% <ul style="list-style-type: none"> • Exam

MATHEMATICAL METHODS

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

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real world problems, becoming critical thinkers, innovators and problem solvers.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

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

Objectives

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

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

Pathways

- Natural and physical sciences
- Mathematics and science education
- Medical and health sciences
- Engineering
- Computer science
- Business

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability <ul style="list-style-type: none"> • Topic 1: Surds and quadratic functions • Topic 2: Binomial expansion and cubic functions • Topic 3: Functions and relations • Topic 4: Trigonometric functions • Topic 5: Probability 	Calculus and further functions <ul style="list-style-type: none"> • Topic 1: Exponential functions • Topic 2: Logarithms and logarithmic functions • Topic 3: Introduction to differential calculus • Topic 4: Applications of differential calculus • Topic 5: Further differentiation 	Further calculus and introduction to statistics <ul style="list-style-type: none"> • Topic 1: Differentiation of exponential and logarithmic functions • Topic 2: Differentiation of trigonometric functions and differentiation rules • Topic 3: Further applications of differentiation • Topic 4: Introduction to integration • Topic 5: Discrete random variables 	Further calculus, trigonometry and statistics <ul style="list-style-type: none"> • Topic 1: Further integration • Topic 2: Trigonometry • Topic 3: Continuous random variables and the normal distribution • Topic 4: Sampling and proportions • Topic 5: Interval estimates for proportions

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 20% <ul style="list-style-type: none"> • Problem solving and modelling task 	Summative internal assessment 3 (IA3): 15% <ul style="list-style-type: none"> • Exam
Summative internal assessment 2 (IA2): 15% <ul style="list-style-type: none"> • Exam 	External assessment (EA): 50% <ul style="list-style-type: none"> • Exam

SPECIALIST MATHEMATICS

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Mathematics is designed for students who 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.

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.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems, and explaining reasoning. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

Objectives

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

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

Pathways

- Sciences
- Mathematics and statistics
- Medical and health sciences
- Engineering
- Computer science
- Business
- Finance and economics

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, proof, vectors and matrices <ul style="list-style-type: none"> • Topic 1: Combinatorics • Topic 2: Introduction to proof • Topic 3: Vectors in the plane • Topic 4: Algebra of vectors in two dimensions • Topic 5: Matrices 	Complex numbers, further proof, trigonometry, functions and transformations <ul style="list-style-type: none"> • Topic 1: Complex numbers • Topic 2: Complex arithmetic and algebra • Topic 3: Circle and geometric proofs. • Topic 4: Trigonometry and functions • Topic 5: Matrices and transformations 	Further complex numbers, proof, vectors and matrices <ul style="list-style-type: none"> • Topic 1: Further complex numbers • Topic 2: Mathematical induction and trigonometric proofs • Topic 3: Vectors in two and three dimensions • Topic 4: Vector calculus • Topic 5: Further matrices 	Further calculus and statistical inference <ul style="list-style-type: none"> • Topic 1: Integration techniques • Topic 2: Applications of integral calculus • Topic 3: Rates of change and differential equations • Topic 4: Modelling motion • Topic 5: Statistical inference

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 20% <ul style="list-style-type: none"> • Problem solving and modelling task 	Summative internal assessment 3 (IA3): 15% <ul style="list-style-type: none"> • Exam
Summative internal assessment 2 (IA2): 15% <ul style="list-style-type: none"> • Exam 	External assessment (EA): 50% <ul style="list-style-type: none"> • Exam

SHORT COURSE NUMERACY

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Mathematics is designed for students who 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.

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.

Objectives

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

- **Identify and interpret mathematical information:** When students identify and interpret mathematical information, they extract the mathematics embedded in a contextualised task and recognise features of remembered information. They recognise relevant concepts, rules, definitions, techniques, and algorithms.
- **Use and apply mathematical knowledge:** When students use and apply mathematical knowledge, they process problems, putting into effect relevant concepts, rules, definitions, techniques, and algorithms. They perform calculations with technology.
- **Communicate and represent mathematical knowledge:** When students communicate and represent mathematical knowledge, they use mathematical language (terminology, symbols, conventions, and representations) and everyday language. They organise and present information in graphic and symbolic form. They represent the results and outcomes of mathematical processes.

Pathways

Numeracy is a Short Course suited to students who are interested in pathways beyond school that lead to Vocational Education and/or work. A course of study in Numeracy may establish a basis for further education and employment in the fields of trade, industry, business, and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Numeracy is embedded across the school curriculum and is developed through all phases of learning. This Numeracy Short Course is a one-unit course of study, developed to meet the numeracy requirements of the Queensland Certificate of Education (QCE). Results in this course do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

Course Structure

Topic 1	Topic 2
Personal identity and community In Topic 1, students develop the numeracy skills selected by their teacher through activities that relate to expressing personal identity, achieving personal goals, and understanding and interacting with the wider community. Students use mathematics to make sense of the world and learn to apply mathematics in a context for a social purpose. They learn to apply numeracy skills and mathematics in structured learning situations, whether learning towards a formal qualification, learning within a community based program, or formal or informal on-the-job learning and training.	Workplace and employment In Topic 2, students develop the numeracy skills selected by their teacher through activities that relate to preparing for and seeking employment, operating in an existing workplace, and/or entering a new work environment. They use mathematics to deal with situations in the work environment that involve the use and application of a range of mathematical skills and knowledge.

Summative Assessments

Short Course	
Students will complete two summative internal assessments that count towards their overall subject result.	
Topic 1	Topic 2
Extended response – oral mathematical presentation (IA1)	Summative internal assessment (IA2)

RELIGION & ETHICS

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. Religion & Ethics enhances students' understanding of how personal beliefs, values, spiritual and moral identity are shaped and influenced by factors such as family, culture, gender and social issues.

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. It enables students to investigate and critically reflect on the role and function of Religion & Ethics in society and to communicate principles and ideas relevant to their lives and the world.

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.

Objectives

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

- Explain religious, spiritual and ethical principles and practices
- Examine religious, spiritual and ethical information
- Apply religious, spiritual and ethical knowledge
- Communicate responses
- Evaluate projects

Pathways

- Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
World Religions and Spiritualities	Australian Identity	Sacred Stories	Social Justice

Summative Assessments

Unit 3	Unit 4
Sacred Stories Investigation (IA1): 25% <ul style="list-style-type: none"> • Students investigate sacred stories, research and create their own sacred story 	Extended Response (IA3): 25% <ul style="list-style-type: none"> • Students write a feature article on teaching the world on justice using the See, Judge, Act framework
Sacred Stories Project (IA2): 25% <ul style="list-style-type: none"> • Students re-write a biblical story suited to a Year 1 audience. Students will visit the Primary School and show their stories to the Year 1s 	Social Justice Action Plan (IA4): 25% <ul style="list-style-type: none"> • Students create a multimodal presentation on finding a human dignity that is being denied in the local community and the actions that can support those in need

RELIGION, MEANING AND LIFE

The Religion Meaning and Life course is a non-accredited program designed for Year 11 and 12 students within the Archdiocese of Brisbane. It builds on the Religious Education Curriculum from the Archdiocese of Brisbane P-12 and includes four units of work, with two units per year. Each unit comprises two topics, with 25 hours dedicated to each topic.

This course aims to engage students with contemporary life in a systematic and challenging way, helping them navigate the complexities and dilemmas of modern life. It emphasises critical thinking skills and invites students to explore the mystery of human existence through the lens of the Catholic Christian Tradition and other religious traditions. The course also includes opportunities for personal responses to key religious ideas, dialogue, and evaluation of secular perspectives.

By participating in this course, students will develop a deeper understanding of religious concepts and their relevance to modern life, fostering a well-rounded perspective that integrates faith and reason. The course encourages active participation and thoughtful reflection, making it an enriching addition to the students' educational journey.

Please note that this course does not qualify for QCE points and is only available to students via discussion with their SET plan mentor.

This course may run off-line; meaning it will be timetabled out of school time and run in-person by a teacher.

Objectives

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

- Identify religions and other belief systems are diverse and internally pluralistic
- Demonstrate post-critical understanding of religious ideas and recontextualising meaning
- Understand that meaning can shift through life's purpose
- Reflect on and evaluate diverse hermeneutic viewpoints
- Apply learning through Service-Learning, Experiential Learning and Reflective Practice

Pathways

- Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
The Spiritual and Sacred Dimension to Life	Holy Words, Sacred Stories	The Implications of Belief	Church: Learning from the past, living in the present, creating the future

Assessments

Assessment pieces are a culmination of work through the 25 hours of the Units. This will include time in service and/or some form of volunteering along with curriculum work.

STUDY OF RELIGION

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.

Students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion and their influence on people, society and culture. These are explored through sacred texts and religious writings that offer insights into life, and through the rituals that mark significant moments and events in the religion itself and the lives of adherents.

Students develop a logical and critical approach to understanding the influence of religion, with judgments supported through valid and reasoned argument. They develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post school participation in a wide range of fields.

Objectives

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

- Explain features and expressions of religious traditions
- Analyse perspectives about religion expression
- Evaluate the significance and influence of religion
- Communicate to suit purpose

Pathways

- Anthropology
- The Arts
- Education
- Journalism
- Politics
- Psychology
- Religious studies
- Sociology
- Social work

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Religion Meaning and Purpose <ul style="list-style-type: none"> • Nature and purpose of religions • 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

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 25% <ul style="list-style-type: none"> • Examination – extended response 	Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> • Investigation – inquiry response
Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> • Investigation – inquiry response 	Summative external assessment (IA4): 25% <ul style="list-style-type: none"> • External Examination – short response

BIOLOGY

Biology offers students the opportunity to explore living systems and gain a deeper understanding of life at all levels. In Unit 1, students examine cells and the structure and function of multicellular organisms. Unit 2 focuses on how organisms maintain a stable internal environment. In Unit 3, students investigate biodiversity and the interconnectedness of life on Earth. These concepts are brought together in Unit 4, which explores heredity and the continuity of life through generations. The course fosters a sense of wonder about the natural world and encourages respect for all living things and the environment.

Students develop a solid understanding of how biological systems interact, the flow of energy and matter through these systems, and the processes that sustain and change them over time. They explore how biological knowledge has evolved and continues to shape society at local, regional, and global levels. Biology also equips students with practical scientific skills, including planning and conducting investigations, analyzing qualitative and quantitative data, and interpreting evidence. Through this, students build the ability to evaluate claims, think critically, and apply biological knowledge to contemporary issues using evidence-based reasoning.

Objectives

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

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

Pathways

- Medicine
- Forensics
- Veterinary
- Food Sciences
- Marine Science
- Agricultural
- Biotechnology
- Environmental rehabilitation
- Biosecurity
- Quarantine
- Conservation and sustainability

Course Structure

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

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 10% <ul style="list-style-type: none"> • Data test 	Summative internal assessment 3 (IA3): 20% <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

CHEMISTRY

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

The study of Chemistry aims to spark students' interest and appreciation for the subject by showing its role in explaining natural phenomena and solving real-world problems. It fosters an understanding of theories and models used to describe and predict chemical systems, as well as the factors that influence and control these systems to produce desired outcomes.

Chemistry also emphasizes its nature as an experimental science, developed through individual and collaborative research, with broad societal impacts. Students develop skills in conducting investigations, analyzing qualitative and quantitative data, and interpreting evidence. They learn to evaluate scientific arguments, draw ethical and informed conclusions, and communicate their findings effectively using appropriate representations, language, and nomenclature.

Objectives

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

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

Pathways

- Medicine
- Forensics
- Environmental Science
- Pharmacy
- Sport Science

Course Structure

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

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 10% <ul style="list-style-type: none"> • Data test 	Summative internal assessment 3 (IA3): 20% <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

PHYSICS

Physics offers students the chance to explore both classical and modern understandings of the universe. In Unit 1, students examine thermodynamics, electricity, and nuclear processes. Unit 2 focuses on linear motion and wave phenomena. Unit 3 explores gravitational and electromagnetic fields, while Unit 4 introduces counterintuitive yet foundational concepts in modern physics. Throughout these units, students gain valuable investigative skills such as designing and conducting experiments, analysing data, and interpreting evidence.

The subject fosters an appreciation for the role of physics in society and encourages critical thinking and evidence-based decision-making. Students learn how scientific models and theories are developed, refined, and applied to explain a range of natural phenomena, from everyday occurrences to complex global issues. Physics education emphasizes the importance of precise measurement, valid evidence, and scientific scepticism, while also building the ability to communicate findings effectively. By studying physics, students become informed citizens with a deeper understanding of how matter and energy interact across scales, and how this knowledge informs technological advances and responses to global challenges.

Objectives

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

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

Pathways

- Engineering
- Medicine
- Technology

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear, and electrical physics <ul style="list-style-type: none"> • Heating processes • Ionising radiation and nuclear reactions • Electrical circuit 	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

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 10% <ul style="list-style-type: none"> • Data test 	Summative internal assessment 3 (IA3): 20% <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

PSYCHOLOGY

Psychology offers students the opportunity to explore behaviours and underlying cognitive processes through both theoretical and practical approaches. In Unit 1, students investigate individual development by examining brain function, cognitive development, consciousness, and sleep. Unit 2 focuses on understanding intelligence, the diagnosis and classification of psychological disorders, treatment options, and the roles of emotion and motivation in behaviour. Unit 3 shifts attention to the processes of thinking, including perception, memory, and learning, and how these are influenced by brain function. In Unit 4, students explore how others influence individual behaviour through theories of social psychology, interpersonal relationships, attitudes, and cross-cultural perspectives. Across all units, students develop an appreciation for the complexity of human behaviour, influenced by multiple interacting processes. They gain insight into how psychological knowledge evolves and is applied in diverse social, cultural, and ethical contexts. Students also build skills in conducting research through fieldwork and laboratory investigations, interpreting both qualitative and quantitative data. Critical thinking is fostered as they evaluate psychological claims and theories based on evidence. Effective communication is emphasised through the use of appropriate language, formats, and representations to express psychological understandings, arguments, and conclusions.

Objectives

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

- Describe ideas and findings
- Apply understanding
- Analyse information
- Interpret information
- Evaluate conclusions, claims and processes
- Investigate phenomena and projects

Pathways

- Psychology Sales
- Human resourcing
- Training
- Social work
- Health,
- Law
- Business
- Marketing
- Education.

Course Structure

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

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 10% <ul style="list-style-type: none"> • Data test 	Summative internal assessment 3 (IA3): 20% <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

SCIENCE IN PRACTICE

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Learning in Science in Practice involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data. Science in Practice students apply scientific knowledge and skills in situations to produce practical outcomes. Students build their understanding of expectations for work in scientific settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to scientific activities.

Objectives

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

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

Pathways

- Animal welfare
- Food technology
- Forensics
- Health and medicine
- Recreation and tourism
- Research
- Pharmaceuticals

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Consumer Science Students develop an understanding of the role and impact of biology and chemistry in the development, use and disposal of products. They learn about microbes in food, including types of microorganisms and the environmental conditions that affect their growth. They plan modifications of environmental conditions to comment on the changes to food preservation and spoilage.	Disease Students explain why the numbers of people being diagnosed with diseases are increasing. They explore disease types and causes. Students learn that scientific advances can provide solutions to health and lifestyle challenges	Ecology Students examine the ecology of a selected species or group of organisms and their interactions with their environments. Students test and determine factors in the ecosystem through water management. Students plan a field trip and collect, analyse and interpret data	Forensic Science Students explore scientific processes used in the field of forensic science and execute relevant procedures, such as fingerprinting, casting and blood typing. Students collect, preserve and analyse evidence. They develop skills in observation, planning, data collection and data analysis of simulated crime scenes

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 25% <ul style="list-style-type: none"> • Applied Investigation 	Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> • Applied Investigation
Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> • Practical Project 	Summative internal assessment (IA4): 25% <ul style="list-style-type: none"> • Practical Project

ARTS IN PRACTICE

Arts in Practice embraces studies across visual, performing and media arts — dance, drama, media arts, music, and visual arts. The interdisciplinary nature of the arts is becoming a more prevalent characteristic of contemporary arts practice.

In Arts in Practice, students plan and make arts works for a range of purposes and contexts, and respond to the work created by themselves, their peers and industry professionals. When responding, students use analytical processes to identify problems and develop plans or designs for arts works. 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 interdisciplinary arts practices to communicate artistic intention. They develop competency with and independent selection of art-making tools and features, synthesising ideas developed throughout the responding phase to create arts works. Arts works may be a performance, product, or combination of both.

The Arts in Practice allows St Benedict's College to cater for students with diverse interests and skills in the arts.

Objectives

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

- Use arts practices.
- Plan arts work.
- Communicate ideas.
- Evaluate arts works.

Pathways

- Creative Industries
- Arts administration
- Marketing and advertising
- Social media
- Communication
- Design
- Film and television
- Public relations

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Celebrate Students consider cultural perspectives and identities to create and present arts works that respond to community events.	Clients Students engage with clients in the local community and aspirational arts opportunities to create and present arts works in response to conditions set by stakeholders.	Issues Students respond to current issues to create and present arts works that comment on an issue for a specified audience.	Showcase Students respond to the works of professional artists to generate and present their own arts works that reflect their artistic identity.

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 25% <ul style="list-style-type: none"> • Project 	Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> • Project
Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> • Product or Performance 	Summative internal assessment (IA4): 25% <ul style="list-style-type: none"> • Product or Performance

DRAMA

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

Objectives

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

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

Pathways

- Creative industries
- Communication
- Education
- Arts administration and management
- Public relations
- Research and technology
- Communication

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share <i>How does drama promote shared understandings of the human experience?</i> <ul style="list-style-type: none"> • Students explore the importance of drama to tell stories and share understandings of the human experience in a range of cultures. • Focus: Cultural inheritances of storytelling, oral history and emerging practices, linear and nonlinear forms 	Reflect <i>How is drama shaped to reflect lived experience?</i> <ul style="list-style-type: none"> • Students explore the power of drama to reflect lived experience that embraces notions of truth and authenticity in performance. • Focus: Realism, including Magical Realism, Australian Gothic associated conventions of styles and texts 	Challenge <i>How can we use drama to challenge our understanding of humanity?</i> <ul style="list-style-type: none"> • Students explore how drama can be used to challenge our understanding of humanity over time. They investigate dramatic styles that are united by social commentary, and that question their world and advocate change. • Focus: Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre associated conventions of styles and texts 	Transform <i>How can you transform dramatic practice?</i> <ul style="list-style-type: none"> • Students explore inherited theatrical traditions and key dramatic works of the past as a springboard for developing their own artistic statement. • Focus: Contemporary performance associated conventions of styles and texts inherited texts as stimulus

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 20% <ul style="list-style-type: none"> • Performance 	Summative internal assessment 3 (IA3): 35% <ul style="list-style-type: none"> • Practice-led Project
Summative internal assessment 2 (IA2): 20% <ul style="list-style-type: none"> • Project – Dramatic Concept 	External assessment (EA): 25% <ul style="list-style-type: none"> • Examination – Extended Response

FILM, TELEVISION AND NEW MEDIA

Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange and are fundamental to our self-expression and representation as individuals and as communities. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional, and creative potential of moving-image media in a diverse range of global contexts.

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions, and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television, and new media key concepts to individually and collaboratively make moving-image media products and will investigate and respond to moving-image media content and production contexts.

Objectives

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

- Design moving image media products.
- Create moving image media products.
- Resolve film, television and new media ideas, elements, and processes.
- Apply literacy skills.
- Analyse moving image media products.
- Evaluate film, television and new media products, practices, and viewpoints.

Pathways

- Creative industries
- Film and television
- Advertising
- Social media
- Design
- Education
- Arts administration
- Public relations
- Communication

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation <ul style="list-style-type: none"> • Students develop their understanding of the foundational concepts and processes used in Film, Television & New Media by learning to use available technologies to select, construct, manipulate and structure moving-image media. 	Stories <ul style="list-style-type: none"> • Students investigate the ways in which story takes different forms in different contexts across moving-image media platforms. They focus on how representations and languages engage audiences in stories. 	Participation <ul style="list-style-type: none"> • Students explore how audiences participate with moving-image media across multiple platforms. They investigate how technologies and institutions benefit and limit audience participation, considering the social, cultural, political, economic, and institutional factors that influence participation. 	Artistry <ul style="list-style-type: none"> • Students will use moving-image media technologies, representations, and languages to express, explore and question their artistic identity.

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 15% <ul style="list-style-type: none"> • Case Study Investigation 	Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> • Stylistic Production
Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> • Multi-platform content project 	External assessment (EA): 25% <ul style="list-style-type: none"> • Examination – Extended Response

MUSIC

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political, and educational roles.

The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music. Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience. Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills and analyse and evaluate music in a variety of contexts, styles and genres.

Objectives

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

- demonstrate technical skills.
- Use music elements and concepts
- Analyse music.
- Apply compositional devices.
- Apply literacy skills.
- Interpret music elements and concepts.
- Evaluate music.
- Realise music ideas.
- Resolve music ideas.

Pathways

- Creative Industries
- Film and Television
- Advertising
- Sound Design
- Education
- Communication
- Arts administration
- Public relations
- Science and technology

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs <i>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</i> <ul style="list-style-type: none"> • Students make and respond to music as they explore music elements and concepts to gain greater familiarity with the way music is designed. 	Identities <i>How do musicians use their understanding of music elements, concepts, and practices to communicate cultural, political, social, and personal identities when performing, composing, and responding to music?</i> <ul style="list-style-type: none"> • Students make and respond to music that expresses cultural, political, and social identities in both local and global contexts. 	Innovations <i>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</i> <ul style="list-style-type: none"> • Students make and respond to music that demonstrates innovative use of music elements and concepts, and learn about how these ideas are used to communicate new meanings. 	Narratives <i>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</i> <ul style="list-style-type: none"> • Students focus on their emerging voice and style through making and responding to music. They understand that music elements and concepts, and compositional devices can be manipulated to expressively communicate narrative.

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 20% <ul style="list-style-type: none"> • Performance 	Summative internal assessment 3 (IA3): 35% <ul style="list-style-type: none"> • Integrated Project
Summative internal assessment 2 (IA2): 20% <ul style="list-style-type: none"> • Composition 	External assessment (EA): 25% <ul style="list-style-type: none"> • Examination – Extended Response

VISUAL ART

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 art materials, techniques, technologies, and processes. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts.

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.

Objectives

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

- Implement ideas and representations.
- Apply literacy skills.
- Analyse and interpret visual language, expression and meaning in artworks and practices.
- Evaluate influences.
- Justify viewpoints.
- Experiment in response to stimulus.
- Create visual responses using knowledge and understanding of art media.
- Realise responses to communicate meaning.

Pathways

- Creative Industries
- Craft
- Design
- Information technologies
- Communication
- Advertising
- Education
- Galleries and museums
- Film and television
- Public relations

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as Lens Students look at their material world through applying different lenses or viewpoints. <ul style="list-style-type: none"> • Focus: people, place, and objects • Contexts: Personal and contemporary 	Art as Code Students explore the concept of art as a coded visual language that can express complex ideas. <ul style="list-style-type: none"> • Focus: codes, symbols, signs, and art conventions. • Contexts: formal and cultural 	Art as Knowledge Students employ new knowledge inspired by their personal interests, beliefs, and observations of the world. <ul style="list-style-type: none"> • Focus: student directed • Contexts: contemporary, personal, cultural and/or formal. 	Art as Alternate Students challenge their approaches to identify alternatives and opportunities for innovation. <ul style="list-style-type: none"> • Focus: student directed • Contexts: contemporary, personal, cultural and/or formal.

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 20% <ul style="list-style-type: none"> • Inquiry Phase 1 – Investigation 	Summative internal assessment 3 (IA3): 30% <ul style="list-style-type: none"> • Inquiry Phase 3 – Project
Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> • Inquiry Phase 2 – Project 	External assessment (EA): 25% <ul style="list-style-type: none"> • Examination – Extended Response

BSB30120 CERTIFICATE III IN BUSINESS



Delivered in Partnership with Binnacle Training RTO number: 31319

Binnacle's Certificate III in Business is offered as a senior subject where students learn what it takes to become a business professional. Students will also investigate business opportunities.

Students will achieve skills in:

- Customer service
- Personal effectiveness
- Teamwork and relationships
- Financial business technology
- Creative thinking
- Incorporating the delivery of a range of projects and services within their school community

What will students achieve?

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

- BSB30120 Certificate III in Business
- Maximum of eight (8) credits towards a student's QCE

Fees

\$395.00 Binnacle Training Fees

Pathways

- Use as an entry level qualification into the Business Services Industries (e.g. customer service adviser, duty manager, administration officer)
- To pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business)
- Business owner or manager

Course Structure

Code	Title	
SITTIND001	Source and use information on the tourism and travel industry	E
SITXWHS001	Participate in safe work practices	
SITXCOM002	Show social and cultural sensitivity	
SITXCCS003	Interact with customers	
SITXCOM001	Source and present information	
BSBSUS201	Participate in environmentally sustainable work practices	
BSBWOR203	Work effectively with others	
BSBPEF301	Organise personal work priorities	L (GROUP B)
BSBXTW301	Work in a team	L (GROUP C)
BSBTEC301	Design and produce business documents	L (GROUP A)
BSBWRT311	Write simple documents	L (GROUP A)
BSBPEF201	Support personal wellbeing in the workplace	CORE
BSBWHS311	Assist with maintaining workplace safety	CORE
BSBSUS211	Participate in sustainable work practices	CORE
BSBTWK301	Use inclusive work practices	CORE
BSBXC301	Engage in workplace communication	CORE
BSBCRT311	Apply critical thinking skills in a team environment	CORE
BSBTEC303	Create electronic presentations	L (GROUP A)
BSBOPS304	Deliver and monitor a service to customers	L (GROUP D)

E = Imported elective; L = Listed elective.

Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum and adequate resources provided by School (as Third Party)

How will the students be assessed?

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

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

Language, Literacy and Numeracy Skills

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

Product Disclosure Statement

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides, and those services carried out by the 'Partner School' (i.e., the delivery of training and assessment services).

CHC33015 CERTIFICATE III IN COMMUNITY SERVICES

INCLUDING CHC22015 CERTIFICATE II IN COMMUNITY SERVICES

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

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the community services sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, personal time management, managing personal stress in the workplace, working with diverse people, responding to client needs and providing individualised support. Refer to training.gov.au for specific information about the qualification.

What will students achieve?

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

- Certificate II in Community Services at the end of Year 11
- Certificate III in Community Services in Year 12
- QCE Points: Maximum 8 (up to 4 points for completion of the Certificate II and up to a further 4 points for completion of the Certificate III).

Pathways

- Various Certificate IV qualifications in Aged Care
- Bachelor's degrees
- Entry level employment within the health industry.

Fees

TBC - The course has an associated fee, but participants may be eligible for funding opportunities to assist with the cost. Contact the VET Program Leader or Connect 'n' Grow® to explore potential options.

Course Structure - Year 1 (Certificate II Units)

Code	Title
HLTWHS001	Participate in workplace health and safety (Core)
BSBWOR202	Organise and complete daily work activities (Core)
CHCCOM005	Communicate and work in health or community services (Core)
CHCDIV001	Work with diverse people (Core)
HLTINF006	Apply basic principles and practices of infection and control
CHCCOM001	Provide first point of contact (Core)
CHCINM002	Meet community information needs
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
HLTWHS006	Manage personal work stressors in the work environment

Course Structure - Year 2 (Certificate III Units)

Code	Title
HLTWHS002	Follow safe work practices for direct client care (Core)
HLTAAP001	Recognise healthy body systems
CHCCCS016	Respond to client needs (Core)
BSBWOR301	Organise personal work priorities and development
CHCCCS009	Facilitate responsible behaviour
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation

How will the students be assessed?

This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow®. A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- Face-to-face training
- Practicals and scenarios
- Online learning

Entry Requirements

There are no entry requirements to commence the first year of this qualification; however successful completion of the CHC22015 Certificate II in Community Services is required to continue into the Certificate III coursework. International students may be able to enroll depending on their visa and/or the school's CRICOS registration. Contact the VET Program Leader for more information.

Work experience.

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge, and employability. Connect 'n' Grow® considers industry experience to be a very important inclusion of the Certificate III qualifications.

Obligation

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

SIS30321 CERTIFICATE III IN FITNESS

INCLUDING SIS20122 CERTIFICATE II IN SPORT AND RECREATION

Delivered in Partnership with Binnacle Training RTO number: 31319

Binnacle's Certificate III in Fitness 'Fitness in Schools' program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills such as:

- Undertaking client health and fitness assessments
- Planning and delivering a variety of fitness programs and conducting group fitness sessions in indoor and outdoor fitness settings, including with younger clients and older adult clients
- First Aid qualification and CPR certificate

What will students achieve?

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

- SIS30321 Certificate III in Fitness and SIS20122 Certificate II in Sport and Recreation
- First Aid certificate and CPR certificate.
- Maximum of eight (8) credits towards a student's QCE

Pathways

- A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer) at another RTO (post-schooling).
- Exercise Physiologist
- Teacher – Physical Education
- Sport Scientist

Fees

\$395.00 Binnacle Training fee - Certificate II entry qualification

\$100.00 Binnacle Training fee - Certificate III Gap Fee

\$135.00 First Aid Certificate. This cost may vary depending on the First Aid training provider used.

Course Structure

Code	Title	SIS20122 Certificate II in Sport and Recreation	SIS30321 Certificate III in Fitness
SISXIND011	Maintain sport, fitness and recreation industry knowledge	Core	Imported Elective
BSBPEF301	Organise personal work priorities	Imported Elective	Core
BSBSUS211	Participate in sustainable work practices	Imported Elective	Listed Elective
BSBPEF202	Plan and apply time management	General Elective	
SISSPAR009	Participate in conditioning for sport	Imported Elective	
SISXFAC006	Maintain activity equipment	Core	
SISOFLD001	Assist in conducting recreation sessions	Core	
HLTWHS001	Participate in workplace health and safety	Core	Core
SISXCCS004	Provide quality service	Core	Imported Elective
SISXEMR001 / SISXEMR003	Respond to emergency situations	Core (SISXEMR003)	Listed Elective (SISXEMR001)
HLTAID011	Provide First Aid	Optional Additional	Core
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise		Core
SISFFIT052	Provide healthy eating information		Core
BSBOPS304	Deliver and monitor a service to customers		Core
SISFFIT032	Complete pre-exercise screening and service orientation		Core
SISFFIT033	Complete client fitness assessments		Core
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients		Core
SISFFIT035	Plan group exercise sessions		Core
SISFFIT036	Instruct group exercise session		Core

How will the students be assessed?

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

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

- Practical tasks
- Hands-on activities involving participants/clients
- Group work
- Practical experience within the school sporting programs and fitness facilities
- Logbook of practical experience
- MANDATORY: A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school.
- RECOMMENDED: 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school.
- All other practical experiences have been timetabled within class time. Students will keep a Logbook of these practical experiences (minimum 40 hours).

Language, Literacy and Numeracy Skills

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

Product Disclosure Statement

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HLT33115 CERTIFICATE III IN HEALTH SERVICES ASSISTANCE

INCLUDING HLT23221 CERTIFICATE II IN HEALTH SUPPORT SERVICES

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

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and provide a pathway to pursue further study. Skills acquired in this course include:

- First aid
- Effective communication
- Workplace health and safety
- Infection control
- Understanding common medical terminology
- Conducting health checks
- Recognising healthy body systems
- Working with diverse people.

What will students achieve?

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

- HLT23221 Certificate II in Health Support Services at the end of Year 11
- HLT33115 Certificate III in Health Services Assistance in Year 12
- QCE Points: Maximum 8 (up to 4 points for completion of the Certificate II and up to a further 4 points for completion of the Certificate III).

Pathways

- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor's degrees (Bachelor of Nursing)
- Entry level employment within the health industry.

Fees

TBC - The course has an associated fee, but participants may be eligible for funding opportunities to assist with the cost. Contact the VET Program Leader or Connect 'n' Grow® to explore potential options.

Course Structure - Year 1 (Certificate II Units)

Code	Title
CHCCOM005	Communicate and work in health or community services
BSBPEF202	Plan and apply time management
BSBINS201	Process and maintain workplace information
HLTWHS001	Participate in workplace health and safety
CHCDIV001	Work with diverse people
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTHSS009	Perform general cleaning tasks in a clinical setting
HLTWHS005	Conduct manual tasks safely
HLTHSS011	Maintain stock inventory
BSBOPS203	Deliver a service to customers
CHCCCS010	Maintain a high standard of service
CHCPRP005	Engage with health professionals and the health system

Course Structure - Year 2 (Certificate III Units)

Code	Title
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
HLTAID010	Provide basic emergency life support
BSBPFEF301	Organise personal work priorities
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation
CHCINM002	Meet community information needs
CHCCCS009	Facilitate responsible behaviour
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

How will the students be assessed?

This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow®. A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- Face-to-face training
- Practicals and scenarios
- Online learning

Entry Requirements

There are no entry requirements to commence the first year of this qualification; however successful completion of the HLT23221 Certificate II in Health Support services is required to continue into the Certificate III coursework. International students may be able to enroll depending on their visa and/or the school's CRICOS registration. Contact the VET Program Leader for more information.

Work experience

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge, and employability. Connect 'n' Grow® considers industry experience to be a very important inclusion of the Certificate III qualifications.

Obligation

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

SIT20322 CERTIFICATE II IN HOSPITALITY

Delivered in Partnership with Training Direct Australia RTO number: 32355

The Certificate II in Hospitality provides students with entry level hospitality skills to be able to work in a hospitality environment. This course teaches students a range of operational skills including:

- Food and beverage service
- Communication
- Coffee making skills (barista)
- Preparing simple dishes and sandwiches
- Provide excellent customer service
- Knowledge of safe work practices, hygiene and food safety.

What will students achieve?

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

- SIT20322 Certificate II in Hospitality (to achieve this qualification 12 units of competency must be completed)
- Maximum of four (4) credits towards a student's QCE

Pathways

- Work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.
- Employment as a café attendant, catering assistant or food and beverage attendant

Fees

\$1380

For eligible applicants, the Queensland Department of Employment, Small Business and Training can fund this training. For eligibility and more information on this program speak to a Training Direct Australia representative.

Course Structure

Code	Title	CORE / ELECTIVE
BSBTWK201	Work effectively with others	CORE
SITHIND002	Source and use information on the hospitality industry	CORE
SITHIND007	Use hospitality skills effectively	CORE
SITXCOM007	Show social and cultural sensitivity	CORE
SITXCCS011	Interact with customers	CORE
SITXWHS005	Participate in safe work practices	CORE
SITXFSA005	Use hygienic practices for food safety	ELECTIVE
SITHFAB021	Provide responsible service of alcohol	ELECTIVE
SITHFAB024	Prepare and serve non-alcoholic beverages	ELECTIVE
SITHFAB025	Prepare and serve espresso coffee	ELECTIVE
SITHCCC024	Prepare and present simple dishes	ELECTIVE
SITHCCC025	Prepare and present sandwiches	ELECTIVE

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

How will the students be assessed?

Assessment is ongoing throughout the course to demonstrate evidence of competency. Evidence of competency will be gathered on a number of occasions and in a variety of contexts and situations such as:

- Skills demonstrations
- Trainer observations
- Assessment questions
- Portfolio of work
- Assignments
- Structured workplace learning (12 service periods facilitated through college cafes, functions and external workplace learning)

BSB20120 CERTIFICATE II IN WORKPLACE SKILLS



Delivered in Partnership with Binnacle Training RTO number: 31319

Binnacle's Certificate II in Workplace Skills 'Business in Schools' program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in personal effectiveness, workplace communication, using digital technologies and critical thinking (project-based).

Graduates will be able to use their Certificate II in Workplace Skills

- As an entry level qualification into the Business Services Industries (e.g. customer service assistant, administration officer)
- To pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business / Financial Services industries).

What will students achieve?

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

- BSB20120 Certificate II Workplace Skills
- Maximum of four (4) credits towards a student's QCE

Pathways

- Administration Officer
- Customer Service Assistant
- Data Entry Operator

Fees

\$345.00 Binnacle Training Fees

All texts and reprographics are provided by the school.

Course Structure

Code	Title	CORE / ELECTIVE
BSBCMM211	Apply communication skills	CORE
BSBOPS201	Work effectively in business environments	CORE
BSBPEF202	Plan and apply time management	CORE
BSBSUS211	Participate in sustainable work practices	CORE
BSBWHS211	Contribute to health and safety of self and others	CORE
BSBPEF302	Develop self-awareness	ELECTIVE (GROUP A)
BSBCRT201	Develop and apply thinking and problem solving skills	ELECTIVE (GROUP A)
BSBTEC201	Use business software applications	ELECTIVE (GROUP B)
BSBTEC202	Use digital technologies to communicate in a work environment	ELECTIVE (GROUP B)
BSBTWK201	Work effectively with others	ELECTIVE (GROUP C)

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

How will the students be assessed?

Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Deliverer) – incorporating delivery of a range of projects and services within their school community. This includes a 'Personal Effectiveness – Self-Awareness' Project and 'Problem Solving in the Workplace' Team Project.

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

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

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

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

Language, Literacy and Numeracy Skills

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

Product Disclosure Statement

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides, and those services carried out by the 'Partner School' (i.e., the delivery of training and assessment services).

FISHERONE

FisherONE is a learning environment designed to meet the needs of Year 11 and Year 12 students who have difficulty accessing specific subjects at their current school and seeking an online learning option that is delivered with the care, understanding, and connection of a Catholic community. When students enroll in one of the FisherONE online subjects, it becomes part of their school timetable and they have specific time scheduled for the subject, just like all their other subjects.

What is online learning?

At FisherONE, online learning is the focused use of digital tools to provide exceptional learning opportunities. FisherONE teachers use the digital environment to be present in your learning location. They integrate digital resources and frequent communication to deliver a learning experience that rivals being present in the classroom. The major difference is that the online student has flexibility around when some of the learning takes place.

FisherONE teachers manage content in their digital classroom, set assessments and learning tasks that are equivalent to normal class expectations, and they create specific times to connect with students as individuals and as a class. Online students have regular connections with their teacher, with other students, and will be guided through their senior subject assessments. Classes include group video lessons, regular individual student follow-ups, and constant connection to the class through the digital learning environment.

All FisherONE subjects are compliant with the QCAA standards and expectations, the teachers are engaged and accessible, and the learning experience is facilitated and rigorous.

Online learning in 2026 is available to Year 11 and Year 12 students.

Possible 2026 Subject Offerings

- Dance (G)
- Health (G)
- Japanese (G)
- Accounting (G)
- Engineering (G)

Students wishing to undertake online learning should discuss these options with their SET Plan Mentor prior to their SET Plan meeting. To access FisherONE website, click on the link: [Fisher One \(www.fisherone.qld.edu.au\)](http://www.fisherone.qld.edu.au)

Fees

A fee of \$1050 will be payable for Unit 1/2, and also for Unit 3/4. Total fees payable will be \$2,300.

ONLINE RESOURCES



My Future



QCAA ATAR Rank information



The Good Careers Guide



*Queensland Tertiary Entrance
Centre (QTAC)*



Notes

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