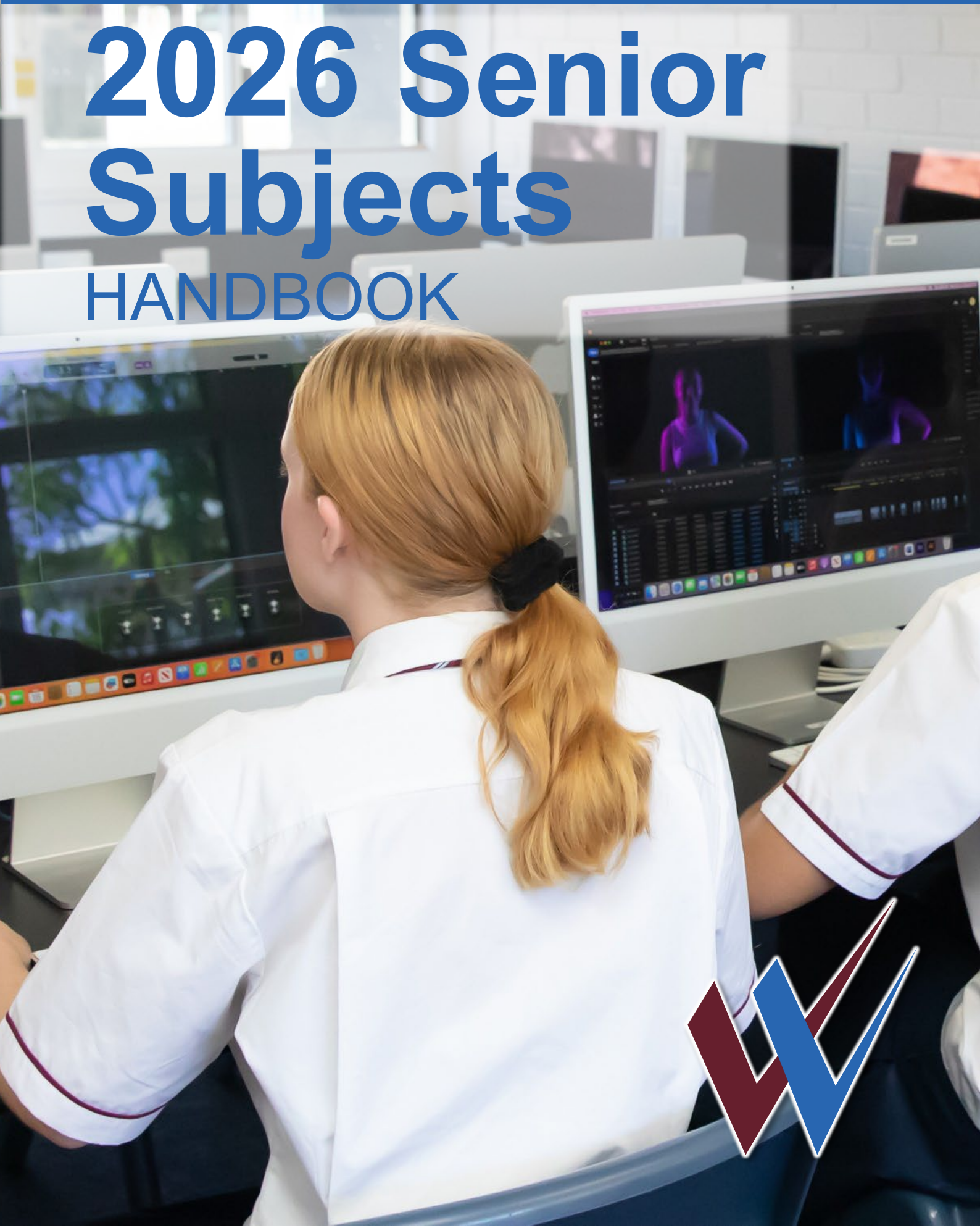


WHITES HILL STATE COLLEGE

2026 Senior Subjects

HANDBOOK



WELCOME TO WHSC



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**Information in this booklet may be subject to change.*

WHSC Senior Subjects Handbook

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MESSAGE FROM THE PRINCIPAL

In preparing for your future, Year 10 will see you and your Parents/Carers making important decisions about your Senior Schooling Pathway at Whites Hill State College; that is, the subjects you will choose to study for the next two years, to help you transition to a bright future after school.

This Senior Subject Guide contains valuable information about Year 11 and 12 at Whites Hill State College. It is important that both you and your Parents/Carers are involved in discussing the goals you want to achieve after completing Year 12, and the subjects you will choose to help you get there.

It's important that your Parents/Carers understand your career aspirations and the path you wish to follow, as you will need their support over the next two years. This is a critical part of the subject selection process. This message will be reinforced at the Parent/Carer Information evening and at your SET Plan interview.

It's also important that you have a realistic view of what you want to achieve through your Senior years and after school. You need to listen to your Teachers, our Guidance Officer (Mrs Kylie Robertson) and Head of School (Mrs Samantha Hawkins), and base your subject selections on the advice you receive from those people.

In addition to listening to advice from key staff and your Parents/Carers, by the end of Year 10, you must achieve the pre-requisite result for Senior Subjects, a summary of which can be found on page 19 of this handbook. If you do not achieve the pre-requisite result, it is highly unlikely that you will be successful in that course of study; therefore, it is the College's recommendation that you should choose another subject.

It's vital that you choose Senior subjects that you'll be able to achieve successful outcomes in, so your Year 10 results are also an incredibly important indicator of whether you will be successful in Senior subjects. When

choosing your Senior subjects, you must use your Year 10 subjects to guide you.

Selecting subjects to study in Senior is a process that needs careful thought – you will need a clear sense of direction and purpose because you have to commit to these subjects for both Year 11 and 12.

This two-year course of study will give you deeper knowledge and greater skills to be a successful lifelong learner, allow you to attain your Queensland Certificate of Education (QCE) and set you on a path to success after Year 12.

My message to you is:

- read this Subject Guide carefully
- involve your Parents/Carers in all discussions
- choose subjects that you are capable of achieving high results in
- take on board the advice given to you by key staff in the College

- work hard in Year 10 so that you can meet the pre-requisite results by the end of the year, to be eligible to study your chosen subjects in Senior
- use your Year 10 subjects as a guide when selecting Senior subjects
- be very clear and realistic about what you want to achieve after Year 12
- select subjects that will lead you to attaining your goals after school
- make a strong commitment to your future self and your study in Years 11 and 12.

Finally, I wish you every success, both for the remainder of Year 10 and your studies in Senior. I am sure you will find the next two years both challenging and rewarding, and I look forward to celebrating your achievements at your graduation!

Best wishes,
Richenda Wagener
College Principal

Contact Us

School Office

OFFICE HOURS

8am to 4pm Monday to Friday

PHONE

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WEB

<https://whiteshillsc.eq.edu.au>

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Address

138 Burn Street, Camp Hill QLD 4152

Uniform Shop

OPENING HOURS:

By appointment only

Monday: 8.00-9.30am

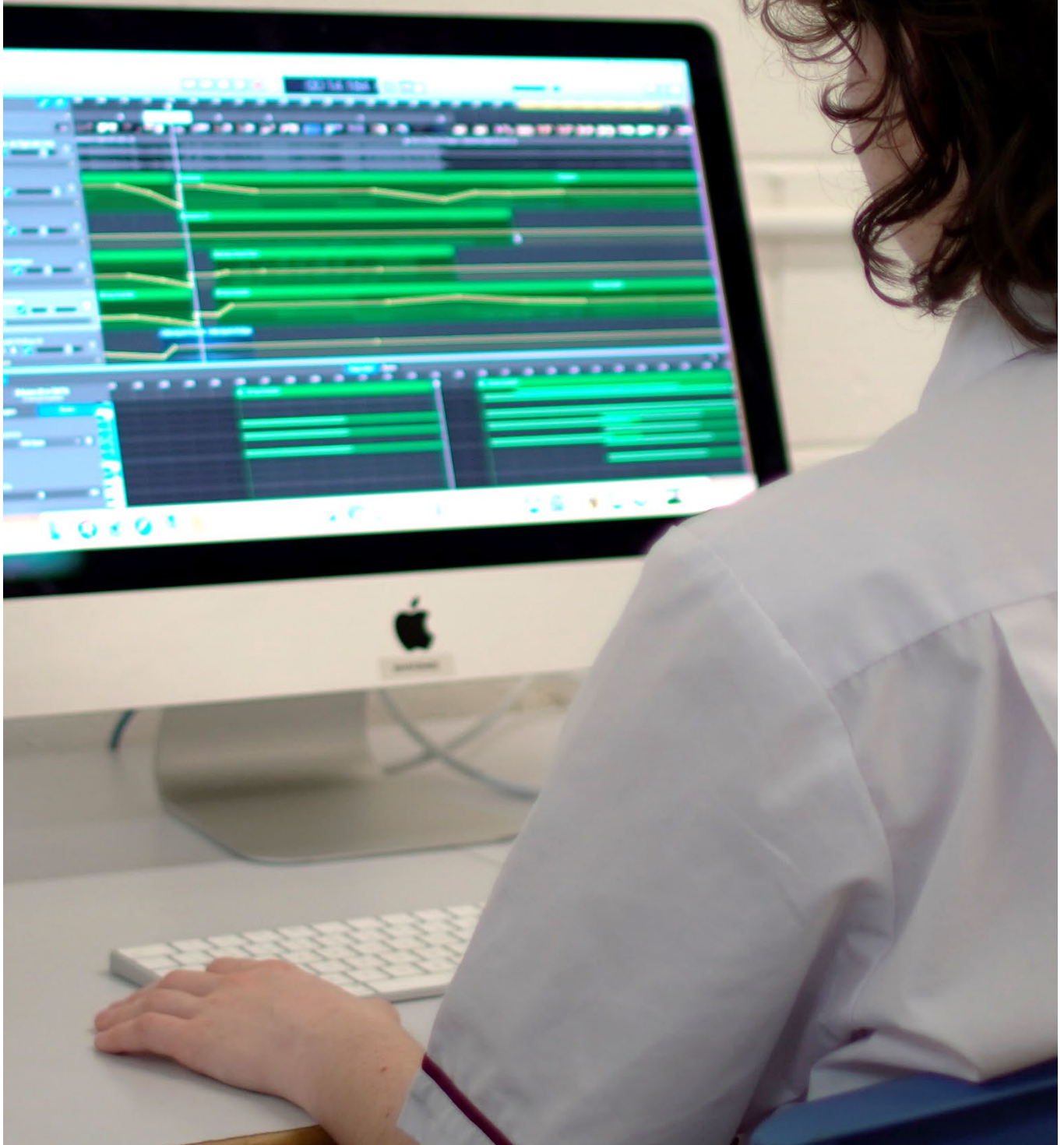
Wednesday: 8.00am-9.30am

Friday: 8.00am-9.30am



21ST CENTURY SKILLS

PREPARING FOR A CHANGING WORLD





A Changing World

It is essential that Senior students at Whites Hill State College have a clear understanding of our College's commitment to personal excellence through living and demonstrating our school CARES values of Cooperation, Achievement, Respect, Enthusiasm and Safety each day. It is an expectation at Whites Hill that students will work towards being their personal best each day through hard work and dedication to their Senior studies, so that they may prepare themselves for the demands of their futures.

At Whites Hill State College, we acknowledge that young Queenslanders in the 21st century need to be

- Innovators
- Entrepreneurs
- Lifelong Learners
- Responsible Global Citizens

To prepare students for the 21st Century an important aspect of our curriculum at Whites Hill State College is to develop skills involving the use of

- Personal and social skills
- Communication skills
- Collaboration and teamwork
- Creative and critical thinking
- Information and Communication Technologies skills

All learning at Whites Hill State College is underpinned by:

literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content.

numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand

the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

All Senior students at Whites Hill State College will participate in learning that is underpinned by:

Applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts

Community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom.

Core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

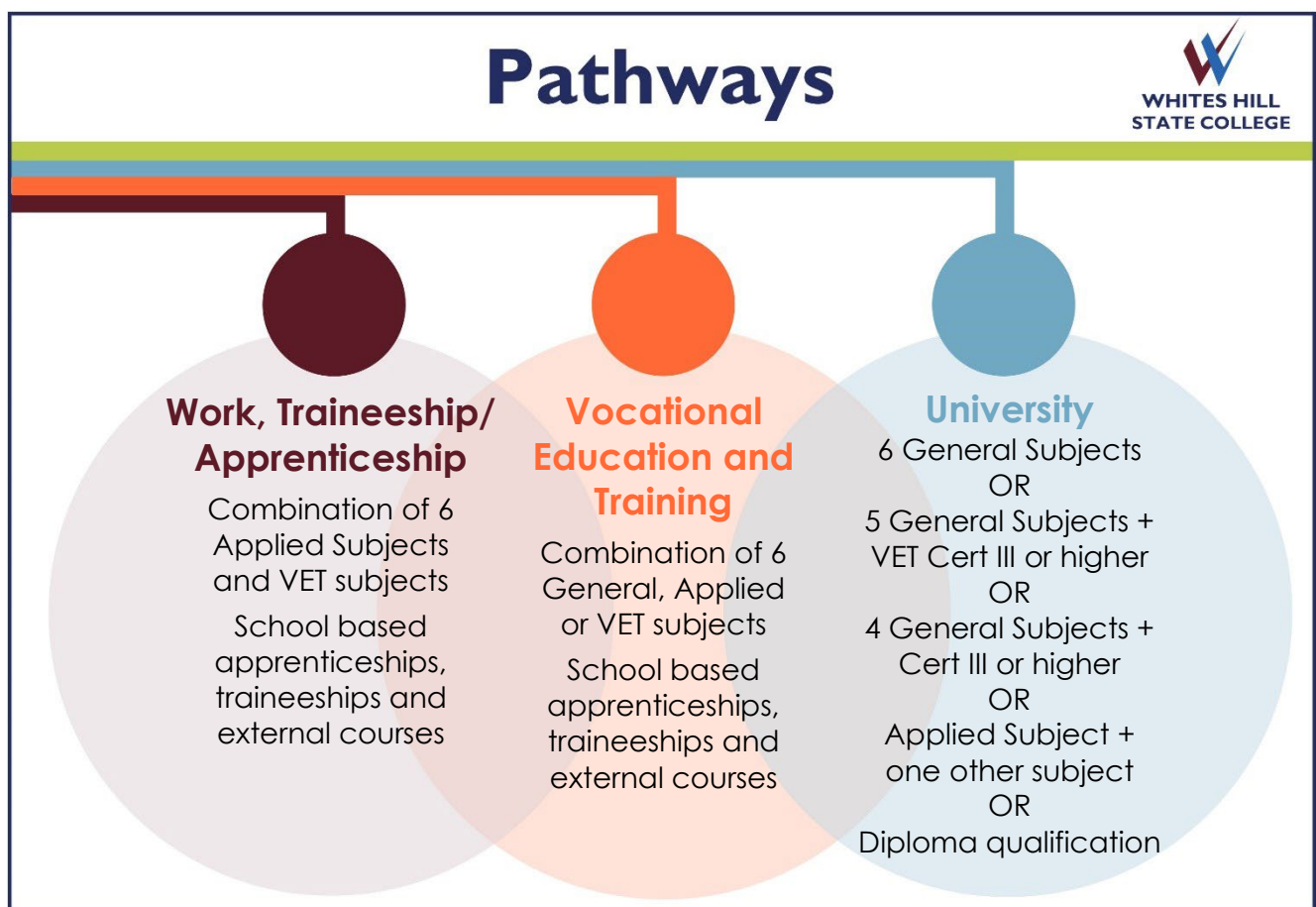
This Handbook is a guide for students progressing to Year 11 at Whites Hill State College. The task of selecting your pathway or course of study in Senior is not easy, and we encourage Parents/Guardians to be involved in this decision-making process. The selection of subjects should be made only after careful research and consideration, as the decisions made will have a major influence on your career and future.



Personalised PATHWAYS

Whites Hill State College is committed to providing, as much as possible a personalised pathway for all students.

At the end of Year 10, all students face a range of options and choices, as demonstrated in the suggested pathways below.



Non-negotiables at WHSC

As a Whites Hill State College Senior student, you:

- uphold the CARES values by actively participating in the Personal Development Program (including The Resilience Project)

and adhere to the Standards for Success, including but not limited to:

- participation in and attaining a C standard or better in all Senior subjects
- consistently working towards competency in VET courses
- participation in all required course work including submissions of drafts and final assessment by the due date
- 95% attendance
- being financially up to date in the School Resource Scheme or providing all required resources as and when needed



cooperation

- We work together to accomplish goals
- We encourage and strive for success

respect

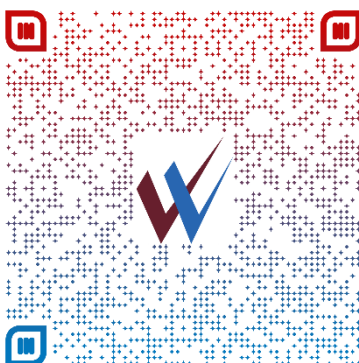
- We value ourselves, others and our community

safety

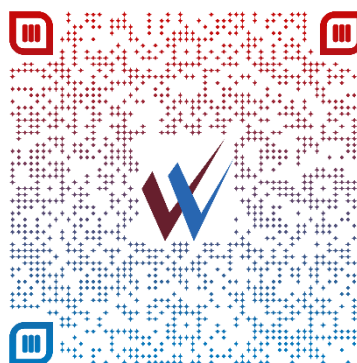
- We actively support the wellbeing of all

achievement

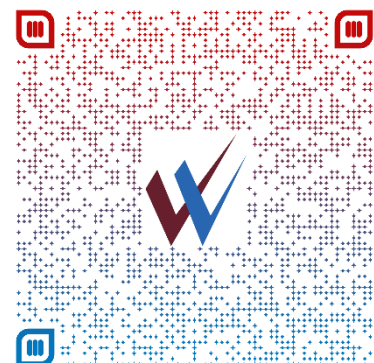
enthusiasm



Assessment Policy



Standards for Success



Uniform Policy



HOMEWORK

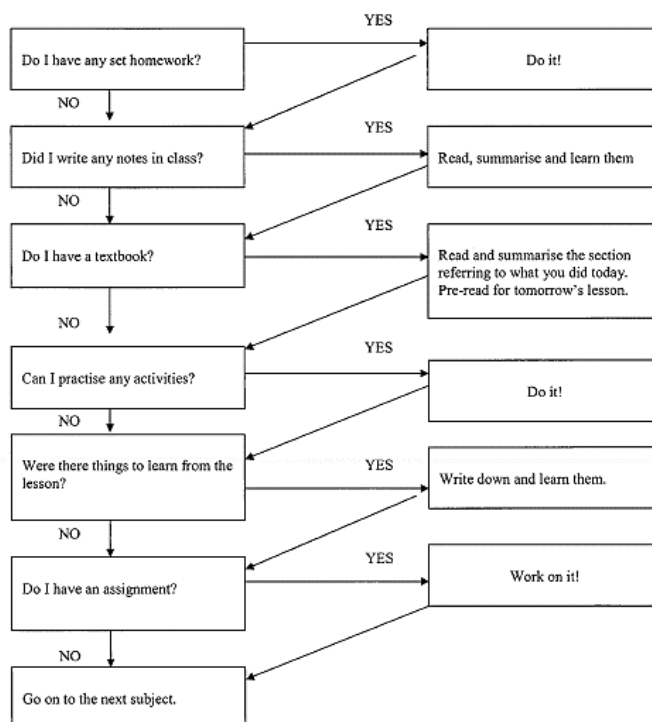
Homework is effective because it:

- Relates to the content students cover in class over the course of the week.
- Reinforces the development of skills learnt in class time.
- Allows students to engage in differentiated activities that are specific to their needs.
- Develops students' independence as a learner through activities such as researching, writing, investigating, designing and making.
- Provides an opportunity for teachers to give feedback on work that students have completed independently.

There is no such thing as no homework!

Set Homework + Assignment + Study = HOMEWORK

If you follow the flow chart below you will find that you will always have HOMEWORK to do



You will rarely get to the end without finding some HOMEWORK you can do. Thinking about each day's lessons is part of your HOMEWORK.



ATTENDANCE

Did you know? Research shows that in Queensland, higher student attendance at school is associated, on average, with higher student achievement.

Why is regular attendance at school important?

Regular school attendance will mean that your child has a better chance in life. Your child will achieve better when they go to school all day, every school day.

They learn better

They make friends

They are happier

They have a brighter future.

Why must I send my child to school?

Under Queensland law, you must make sure your child of school age is enrolled and attends school all day, every school day unless they have an acceptable reason. Illness, doing work experience or competing in a school sporting event are acceptable reasons for being absent from school.

Principals decide if the reason given for your child's absence is acceptable.

Avoid keeping your child away from school for birthdays, shopping, visiting family and friends, if they sleep in, looking after other children, minor check-ups or care such as hair-cuts.

Routine or other medical appointments should be made either before or after school or during the school holidays.

What should I do if our family is going on a holiday in school time?

You are encouraged not to schedule holidays during school time. If your family holiday is during school time, let the school know in advance and talk about what arrangements can be made for your child. Depending on the circumstances the school may be able to provide tasks for your child to complete while they are absent or assist you to organise an exemption from schooling.

(Note: Holidays are not a justified reason for being absent for exams or seeking extensions for assignments in Year 11 and 12.)

Do I need to let the school know if my child has been away from school?

Yes, you must let the school know the reason why your child has been absent from school within two school days of their return. If possible, advise the school beforehand. A medical certificate should be provided when medical advice is obtained.

A set routine can help

- have a set time to go to bed
- have a set time to get out of bed
- have uniform and school bag ready the night before
- have a set time for starting and finishing breakfast
- set a time for daily homework activities
- speak about school positively
- be firm, send your child to school every school day including their birthday and the last day of term!

What should I do if my child won't go to school?

You should contact the school as soon as possible for advice and support.

About the QCE

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

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

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. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.

QCE requirements

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

Set amount

20 credits from contributing courses of study, including:

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

Set pattern

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

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

Set standard

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

Literacy & numeracy

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

Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account.

To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

● Core: At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	up to 4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

● Preparatory: A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses	
• QCAA Short Course in Literacy	up to 1
• QCAA Short Course in Numeracy	
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

● Complementary: A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses	
• QCAA Short Course in Aboriginal & Torres Strait Islander Languages	up to 1
• QCAA Short Course in Career Education	
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

● Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

● Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements



IMPORTANT INFORMATION

SENIOR EDUCATION PROFILE

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

- statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

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

Statement of Results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

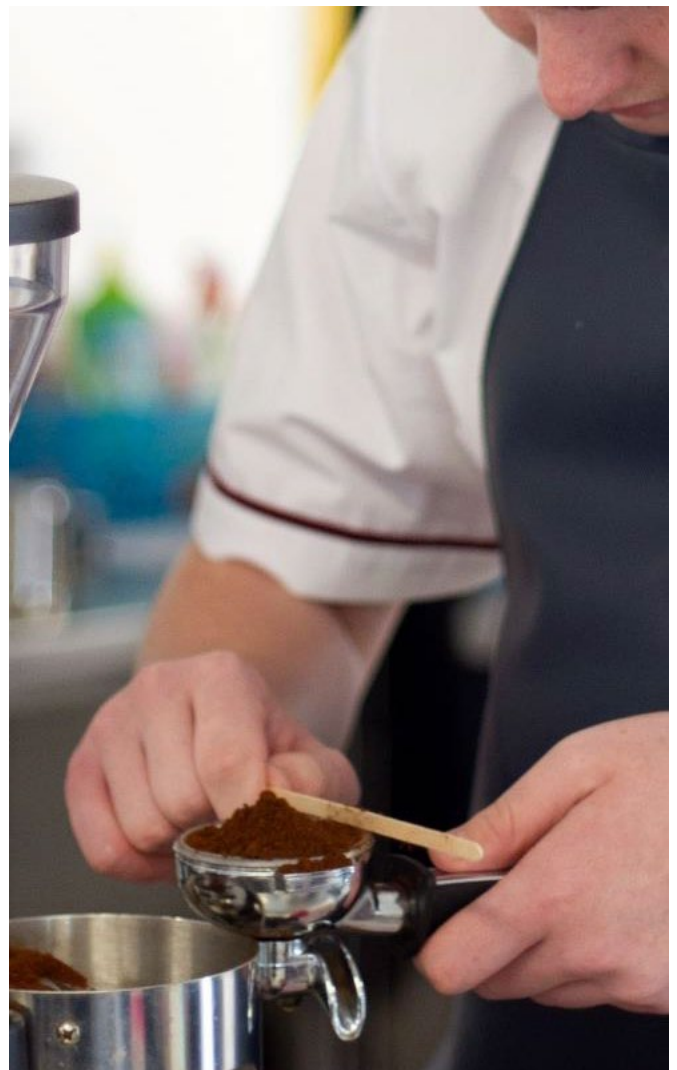
A full record of study will be issued, along with the QCE qualification, in the first December/July after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

Queensland Certificate of Individual Achievement (QCIA)

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



Senior Subjects

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

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

General Syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary study pathways at university.

Applied Syllabuses

Applied subjects are suited to students who are primarily interested in pathways beyond senior schooling that lead to vocational education and training or work; although, one Applied subject studied alongside four General subjects will result in a student being awarded an ATAR and being eligible for university entry.



Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA. Please see Mrs Robertson (Guidance Officer) for more information about these examinations.

Vocational Education and Training (VET)

Students can access the following VET subjects through the school, due to third-party arrangements with an external provider that is a Registered Training Organisation (RTO):

- Certificate III in Fitness
- Diploma of Business
- Certificate II or III in Hospitality
- Certificate II in Health Support Services
- Certificate III in Health Services Assistance
- Certificate IV in Justice Studies

Students may also access a variety of VET courses by attending TAFE one day each week or by completing a school-based traineeship or apprenticeship.

ATAR Eligibility

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

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

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

English requirement

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

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

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

General syllabus course structure

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE. Units 3 and 4 consolidate student learning, assessment is summative and results contribute to the award of a QCE and to ATAR calculations.

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2. Outcomes of these assessment tasks provide feedback to students on their progress through a course of study.

Schools develop two assessment tasks for each unit of study (ie four assessment tasks for Units 1 and 2). Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and Parents/Carers, using A-E grades, descriptive statements of other indicators.

Units 3 and 4 assessments

Students complete a total of four summative assessment tasks – three internal and one external – that count towards the overall subject result in each General subject.

Schools develop three internal assessment tasks for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus. These internal assessment tasks must be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a student's overall subject result. For most subjects, this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides (ISMG)

Each syllabus provides ISMGs for summative internal assessments.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment. As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

External assessment is summative and adds valuable evidence of achievement to a student's profile. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes a determined percentage (see specific subject guides – assessment) to the student's overall subject result and is not privileged over summative internal assessment.

Applied syllabus course structure

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the courses are designed to allow students to begin their engagement with the course content, ie. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

Assessment

Applied syllabuses use four summative internal assessments from Units 3 and 4 to determine a student's exit result.

Schools should develop at least two but no more than four internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes (ISSM)

For each assessment instrument, schools develop an ISSM by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments that allow students to demonstrate the full range of standards.

Essential English and Essential Mathematics – Common Internal Assessment

Students complete a total of four summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop three of the summative internal assessments for each Senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA. The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.

Summative internal assessment – instrument-specific standards

The Essential English and Essential Mathematics syllabus provide instrument-specific standards for the three internal summative assessments in Units 3 and 4.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.



VOCATIONAL EDUCATION AND TRAINING

What is VET?

- VET is designed to teach students the knowledge and specific practical skills to enable entry into the workplace.
- VET qualifications are a nationally recognised training qualification and can be a Certificate I, II, III, IV or Diploma level qualification.
- VET subjects are offered at Whites Hill State College through third-party arrangements with external training organisations or can be accessed by attending a TAFE at School course at one of TAFE's campuses throughout Brisbane.
- VET qualifications may also be completed through a School Based Traineeship or Apprenticeship.
- VET qualifications provided on campus at Whites Hill State College.
 - Certificate III in Fitness
 - Diploma of Business
 - Certificate II or III in Hospitality
 - Certificate II in Health Support Services
 - Certificate III in Health Services Assistance
 - Certificate IV in Justice Studies
- VET qualifications completed externally. There are a number of courses available to students, some examples include:
 - Trade courses
 - Hair / Beauty
 - Arts
 - Community Services
 - IT
- School-based Traineeships / Apprenticeships can be commenced in Years 10, 11 and 12.



For more information, see Mrs Taylor, Industry Liaison Officer, in C Block.

SUBJECT SELECTION

MAKE YOUR CHOICES COUNT

It is important to choose Senior subjects carefully as your decisions may affect:

- the types of career pathway you can follow later
- your success at school
- your feelings about learning and further education and training.

There are many factors to consider, but choosing your course of study can be made easier if you explore your options, seek advice when you are unsure, and go about your decisions calmly and logically.

As an overall plan, you are advised to choose subjects:

- you enjoy
- in which you have demonstrated some ability or aptitude
- which help you to reach your career goals
- which help you to develop skills, knowledge and attitudes that will help you throughout your life.



YOUR CHECKLIST

When you have made your choices, check that you have done the following and tick the squares to indicate that you have considered:

- I have a good idea of what I would like to do after Year 12 ☐
- I have checked the pre-requisites for the subjects in Years 11 and 12 ☐
- I selected a pathway that allows me to keep as many options open as possible ☐
- I checked the pre-requisite subjects necessary for entry into possible tertiary courses ☐
- I considered a School-Based Apprenticeship or Traineeship to complement my studies and build on work skills ☐
- I considered TAFE at Schools and other VETiS programs to complement my studies ☐
- I have consulted with Parents/Carers, the Guidance Officer, the Head of School and Teachers. ☐

5 step decision making model for subject selection



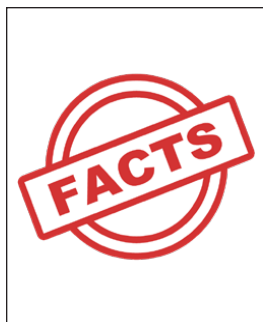
#1 GET THE QUESTIONS STRAIGHT

- Which subjects do I really have to make decisions about?
- By when do I have to make that decision?
- What are my real options?
- Clarify in your own mind and write down just what decision you are trying to make.



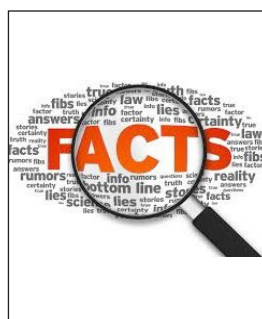
#5 CHECK THE RESULTS

- Do these subjects suit my situations?
- Are they possible to achieve reasonable results in?



#2 GET THE FACTS

- What subjects do I need for my career options?
- What are my abilities as shown by my past achievements?
- What subjects have I enjoyed in Year 10?
- Have I met the Year 10 pre-requisite results (eg B in English)?
- What are the pre-requisites for courses or careers I am considering?
- Have I read the subject descriptions in this handbook?
- Have I consulted with people for advice (eg students who are studying these subjects, GO, Teachers, Parents/ Carers)?
- Am I prepared to make the commitment to those subjects?



#3 WEIGH UP THE FACTS

- What are the most important considerations?
- What are the consequences of each alternative?
- For tertiary requirements and options refer to Tertiary Courses entry requirements or see Mrs Robertson (Guidance Officer).
- You must list a number of choices and compare the advantages and disadvantages of each.



#4 MAKE A DECISION

Choose your subjects. This is best done after a period of time during which your unconscious mind has had time to weigh up the facts – for very difficult choices it is an advantage to set a time limit and make the decision at that time.



PRE-REQUISITES

SUBJECT	FACULTY	PRE-REQUISITE REQUIRED	SUBJECT TYPE	QCE POINTS
Accounting	Business	B in Year 10 English	General	4
Ancient History	Humanities	B in Year 10 English B in Year 10 History	General	4
Aquatic Practices	Science	No pre-requisites	Applied	4
Biology	Science	B in Year 10 Science B in Year 10 English B in Year 10 Mathematics	General	4
Certificate II in Construction pathways	Design & Technologies	No pre-requisites Language, Literacy and Numeracy Tests (LLN)	VET	4
Certificate III in Fitness	Health & Physical Education	No pre-requisites Language, Literacy and Numeracy Tests (LLN)	VET	8
Certificate II in Hospitality	Design & Technologies	No pre-requisites Language, Literacy and Numeracy Tests (LLN)	VET	4
Certificate II in Hospitality AND Certificate III in Hospitality (reduced fee applicable)	Design & Technologies	Language, Literacy and Numeracy Tests (LLN)	VET	6
Certificate III in Hospitality (fee applicable)	Design & Technologies	Language, Literacy and Numeracy Tests (LLN)	VET	8
Chemistry	Science	B in Year 10 Science B in Year 10 English B in Year 10 Mathematics	General	4
Certificate II Health Support Services	Vocational Training	No pre-requisites	VET	4
Certificate II Health Support Services AND Certificate III Health Services Assistance OR Allied Health Assistance	Vocational Training	No pre-requisites	VET	6
Certificate IV in Justice Studies	Vocational Training	C in Year 10 English	VET	8
Diploma of Business (fee applicable)	Business	C+ in Year 10 English Language, Literacy and Numeracy Tests (LLN)	VET	8
English as an Additional Language	English	B in Year 10 English	General	4
Essential English	English	No pre-requisites	Applied	4
Essential Mathematics	Mathematics	D+ in Year 10 Mathematics	Applied	4
General English	English	B in Year 10 English	General	4
General Mathematics	Mathematics	C+ in Year 10 Maths	General	4
Languages	BSDE	Entrance exam	General	4
Legal Studies	Humanities	B in Year 10 English	General	4
Mathematical Methods	Mathematics	B+ in Year 10 Maths	General	4
Media Arts in Practice	The Arts	C in Year 10 Media Arts preferred	Applied	4
Modern History	Humanities	B in Year 10 English B in Year 10 History	General	4
Music in Practice	The Arts	C in Year 10 Music preferred	Applied	4
Numeracy	Mathematics	No pre-requisites	Short Course/ Applied	3
Physics	Science	B in Year 10 Science B in Year 10 English B in Year 10 Mathematics	General	4
Psychology	Science	B in Year 10 Science B in Year 10 English B in Year 10 Mathematics Study General Maths (min)	General	4
Science in Practice	Science	No pre-requisites	Applied	4
Specialist Mathematics	Mathematics	B+ in Year 10 Maths	General	4
Sport and Recreation	Health & Physical Education	No pre-requisites	Applied	4
Visual Arts in Practice		C in Year 10 Visual Arts preferred	Applied	4

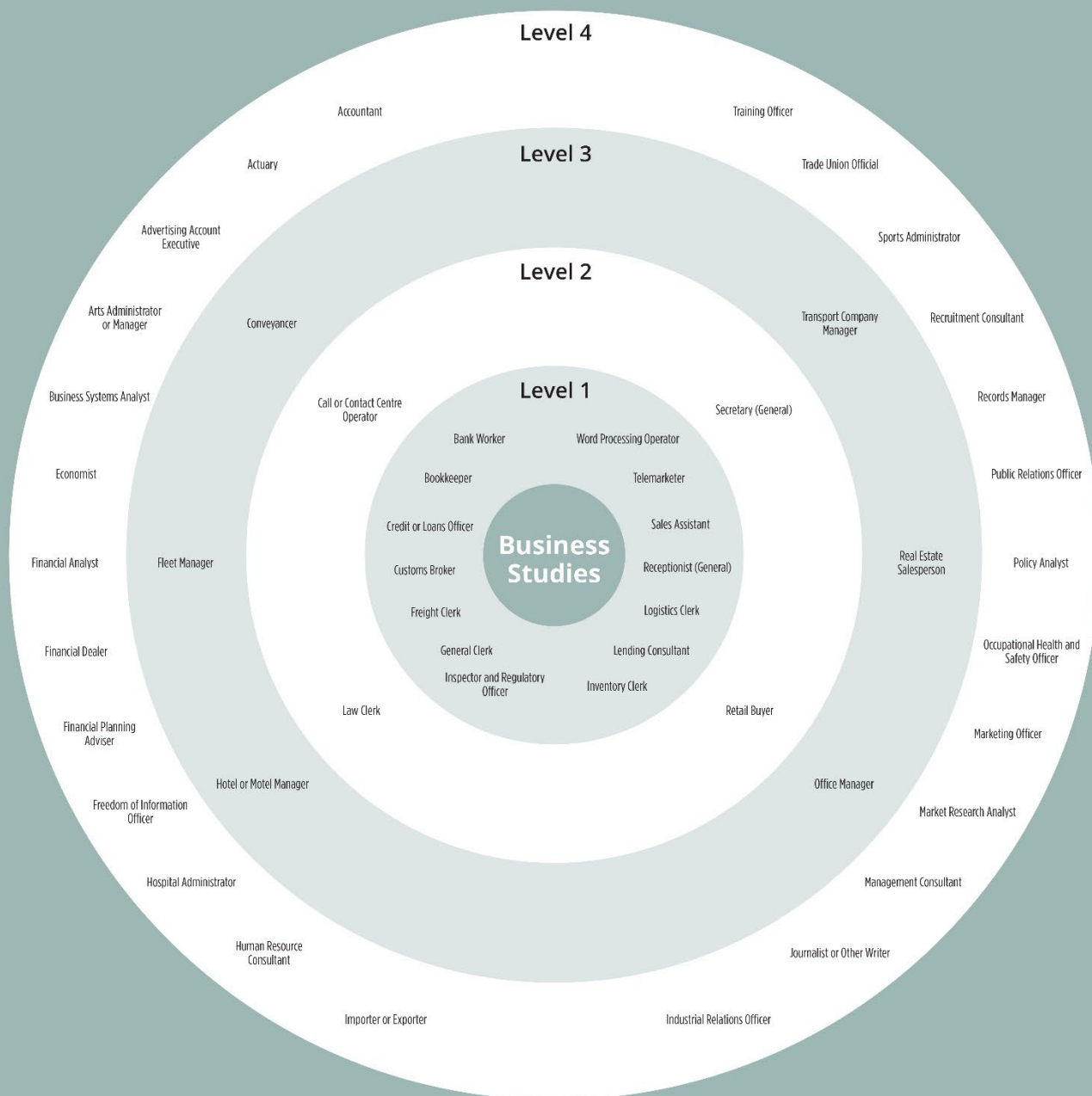
BUSINESS

Within this Faculty area, you may study:

- Accounting
- BSB50215 Diploma of Business



Do you enjoy or are you good at **Business Studies**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Business Studies**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
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ACCOUNTING

PRE-REQUISITE

B standard in Year 10 English.

GENERAL SUBJECT

AIM

Accounting encompasses the successful management of financial resources of the public sector, businesses and individuals. It is foundational to all organisations across all industries and assists businesses in implementing accountability and financial control. When students study this subject, they develop an understanding of the essential role accounting plays in the successful performance of any organisation.

COURSE OUTLINE AND ASSESSMENT

Unit	Unit Name	Topics	Assessment	Length
1	Real-world Accounting 	In this unit, students explore real-world applications of accounting to develop an understanding of the role, purpose and uses of accounting. Students are introduced to accounting concepts through the analysis of financial statements for companies. Double entry accounting principles are applied to record and process transactions for sole trader businesses. Computerised accounting processes are introduced using a computerised accounting package and/or spreadsheet software to record and process transactions.	Formative Internal Assessment 1 (IA1) Project – cash management (practical solutions and written)	4 weeks 1000 words
			Formative Internal Assessment 2 (IA2) Examination – combination response	2 hours 15 minutes
2	Financial Reporting 	In this unit, students explore how accounting information is used to effectively manage the finances of a sole trader business. Accrual accounting principles and processes are applied to prepare balance day adjustments at the end of the financial period to determine profit or loss and net worth in the financial statements. Ratio analysis is used to inform potential investors and business owners about the business.	Formative Internal Assessment 3 (IA3) Examination – combination response	2 hours 15 minutes
			Formative Internal Assessment 4 (IA4) Examination – combination response	2 hours 15 minutes
3	Managing resources 	In Unit 3, students manage the resources of a sole trader business including cash, accounts receivable, non-current assets and technology. Double entry and accrual accounting principles are applied to record non-current assets in the life of the business. Cash budgets are produced using a spreadsheet and financial statements are produced to report on the financial management of a sole trader business.	Summative Internal Assessment 1 (IA1) Project – cash management	4 weeks 1000 words
			Summative Internal Assessment 2 (IA2) Examination – combination response	2 hours 15 minutes
4	Accounting – the big picture 	In Unit 4, students bring together the complete process of preparing fully classified financial statements for a sole trader business, and an analysis and evaluation of the Statement of Profit or Loss, Statement of Financial Position and Statement of Cash Flows. Ratios are calculated and questions asked about the various elements that make up these financial statements in order to make decisions about the business.	Summative Internal Assessment 3 (IA3) Examination – combination response	2 hours 15 minutes
			External Assessment (QCAA directed)	2 hours 15 minutes

*Formative assessment is typically conducted in Year 11 and does not contribute to a student's ATAR; Summative assessment is conducted in Year 12 and contributes to the student's ATAR.

BSB50215 DIPLOMA OF BUSINESS

VET COURSE



GETSET
EDUCATION

BSB50120 DIPLOMA OF BUSINESS

You could leave school with a nationally recognised qualification and the knowledge and skills to manage a business or start your own!



WHAT MAKES GET SET'S DIPLOMA OF BUSINESS DIFFERENT?

Our Diploma of Business has been written specifically for high school students! We understand that not all students have had exposure to the business industry, so we provide engaging and relatable content that bridges this gap.

Format of Delivery

18-24 months, timetabled lessons

Year Levels

Commencing in Year 10 or Year 11

Mode of Study

Blended, with a combination of classroom and project-based learning, online learning and tasks incorporating simulated work environments.

Cost (Fee for Service)

\$899.00

Payment plans available

Requirements

- Laptop and Internet access
- Achieved at least a C in English

Units of Competency

The BSB50120 Diploma of Business with a Business Development specialisation requires the completion of the following 12 units of competency:

- BSBXCM501 Lead communication in the workplace
- BSBCRT511 Develop critical thinking in others
- BSBMKG546 Develop social media engagement plans
- SIRXMKT006 Develop a social media strategy
- BSBMKG541 Identify and evaluate marketing opportunities
- BSBOPS601 Develop and implement business plans
- SIRXMGT005 Lead the development of business opportunities
- BSBOPS501 Manage business resources
- BSBOPS505 Manage organisational customer service
- BSBUS511 Develop workplace policies and procedures for sustainability
- BSBOPS504 Manage business risk
- BSBFIN501 Manage budgets and financial plans.



GETSET
EDUCATION

Contact Us:

info@getset.edu.au
1300 446 448

More Information:

www.getset.edu.au
RTO Code: 45252



Students must be participants in the College laptop scheme. Correct at time of publication (June, 2025) but subject to change.

ENGLISH

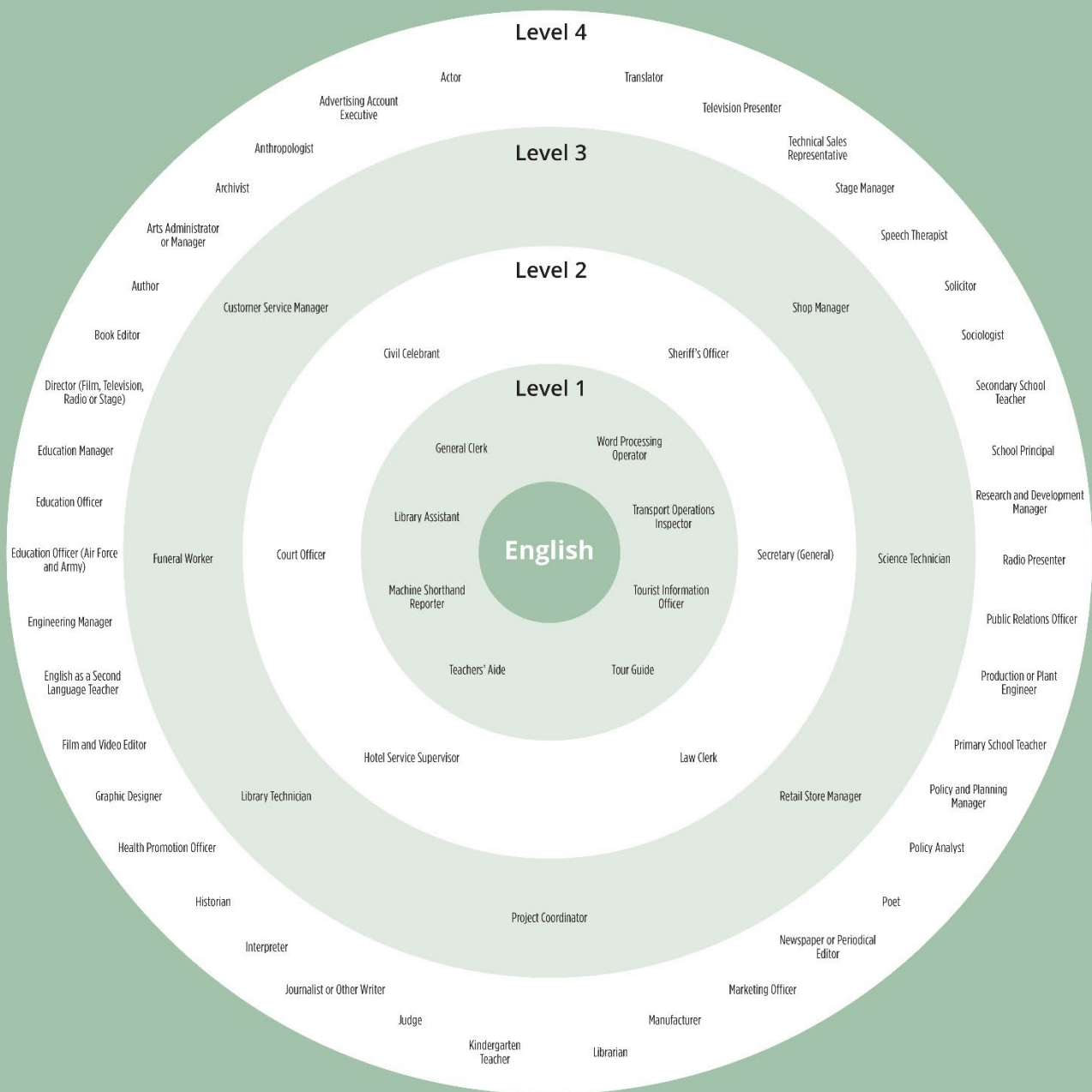
Within this Faculty area, you may study:

- **General English**
- **English as an Additional Language**
- **Essential English**

The texts indicated for study may change based on QCAA advice, changes to prescribed text lists and student cohorts.



Do you enjoy or are you good at **English**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **English**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
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GENERAL ENGLISH

PRE-REQUISITE

At least a B in Year 10 English.

It is highly recommended that students in Year 10 achieve at least a mid C or higher to be able to maintain the academic rigour of General English. Students must achieve A, B or C in their choice of English subject to achieve the Queensland Certificate of Education, Literacy requirement.

GENERAL SUBJECT

AIM

The English course aims to promote the linguistic maturity of students by developing their capacity to use language appropriately and effectively in a variety of social contexts, by developing their understanding of how language works and by developing their appreciation of language and of literature.

COURSE OUTLINE AND ASSESSMENT

Unit	Unit Name	Topics	Assessment	Length
1	Perspectives in Texts 	In this unit, students study how authors and the media shape representations. They examine how concepts, issues or groups are represented using language and other persuasive devices. In the first part of the unit, students read "The Cellist of Sarajevo" and learn how to write a literary feature column that explores a concept in the novel. In the second half of the unit, they research a topic in the media in the previous 12 months. They create a persuasive multimodal that aims to shape perspectives and influence audiences.	Formative Internal Assessment 1 (IA1) Literary Feature Article	1000-1500 words 5 Weeks' notice of task
			Formative Internal Assessment 2 (IA2) Multimodal Persuasive oral	5-8 minutes
2	Texts and Culture 	In the second unit, students explore how texts reflect cultural attitudes and cultural differences. The first text to be studied is The Great Gatsby (Baz Luhrman's film version). The second text studied is a comparison of Henry Lawson's "The Drover's Wife," and First Nations writer, Leah Purcell's adaptation of the same name.	Formative Internal Assessment 3 (IA3) Imaginative monologue under exam conditions	800-1000 words 2 hours + 15 minutes
			Formative Internal Assessment 4 (IA4) Analytical Essay under Exam conditions.	800-1000 words during the Exam block 2 hours+ 15 minutes
3	Textual Connections 	In this unit, students examine how similar concepts and issues are represented in different texts. Students compare concepts found in the movie, "Blade Runner" and the novel, "Never Let Me Go". They write a literary feature article examining the ways different texts shape representations of the same concepts. They later examine issues in the media and how conversations about contemporary issues influence audiences.	Summative Internal Assessment 1 (IA1) Literary feature article. Assignment	1000-1500 words
			Summative Internal Assessment 2 (IA2) Multimodal persuasive oral	5- 8 minutes 4 Weeks' notice of task.
4	Close Study of Literary Texts 	Students explore a range of human experiences by exploring texts from diverse times and places. Students will examine the film, "Little Miss Sunshine" and write an imaginative response which includes a theme or concept in the film. They will study the play "Othello", by William Shakespeare and prepare an analytical essay under exam conditions.	Summative Internal Assessment 3 (IA3) Imaginative monologue under exam conditions	800-1000 words Over two lessons 2 hours + 15 minutes
			External Assessment (QCAA directed)	800-1000 words. 2 hours + 15 minutes

*Formative assessment is typically conducted in Year 11 and does not contribute to a student's ATAR; Summative assessment is conducted in Year 12 and contributes to the student's ATAR.

ENGLISH AS AN ADDITIONAL LANGUAGE

PRE-REQUISITE

At least a B in Year 10 English.

It is highly recommended that students in Year 10 achieve at least a mid B or higher to be able to maintain the academic rigour of Senior English. Students must achieve A, B or C in their choice of English subject to achieve the Queensland Certificate of Education, Literacy requirement.

**GENERAL
SUBJECT**

AIM

The English course aims to promote the linguistic maturity of students by developing their capacity to use language appropriately and effectively in a variety of social contexts, by developing their understanding of how language works and by developing their appreciation of language and of literature.

COURSE OUTLINE AND ASSESSMENT

Unit	Unit Name	Topics	Assessment	Length
1	Language text and culture 	In this unit, students will examine how representations of culture are created in a range of texts. They will study advertising and identify groups represented in advertising. Students will read a novel, "The Cellist of Sarajevo" and will examine how authors use language to create characters and events and shape our understanding of culture.	Formative Internal Assessment 1 (IA1) Analytical written response under exam conditions. (200 words allowed -quotations)	800-1000 words 2hrs +15 minute exam
			Formative Internal Assessment 2 (IA2) Extended persuasive written response	800-1,200 words 4 weeks' notice of task
2	Perspectives in Texts 	In this unit students will study a range of Australian perspectives: the migrant, the bush, the farmer, the city slicker, the Anzac and indigenous perspectives. Students will examine poetry and then write an imaginative response that foregrounds an Australian identity. Students will then read the novel, "Jasper Jones" by Craig Silvey. They will analyse the themes, characters and plot and respond to an unseen question under exam conditions.	Formative Internal Assessment 3 (IA3) Spoken imaginative Multimodal in response to Poetry	5-8 minutes spoken multimodal-6-9 mins 4 weeks' notice of task
			Formative Internal Assessment 4 (IA4) Exam in Analytical extended response to an unseen question.	4 weeks' notice of task 800-1000 words. 2 hours + 15 minutes
3	Issues, Ideas and Attitudes 	Students will read the novel, 1984 and examine the concepts of individuality, conformity and social pressure as represented by the author George Orwell. They will also examine poetry that explores the same themes. They will study the ways media represents groups, identities, and issues. Students will evaluate the ways the media influence audiences.	Summative Internal Assessment 1 (IA1) Exam – extended written response to seen question	800-1000 words. 200 words of notes allowed. 2 hrs +15 minutes
			Summative Internal Assessment 2 (IA2) Extended written persuasive response.	800-1000 words. No notes allowed. 4 weeks' notice of task
4	Close study of literary texts 	Students will examine the text, Little Miss Sunshine. They will analyse characters, core concepts and events in the film. Students will learn how to write an imaginative monologue from a character's perspective. Students will also study a literary text from the prescribed text list. (To be Advised.) They will plan and prepare an analytical response in preparation for the external exam.	Summative Internal Assessment 3 (IA3) Monologue (written)	800-1000 words
			External Assessment (QCAA directed)	800 words

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ESSENTIAL ENGLISH

PRE-REQUISITE

No pre-requisite applies.

APPLIED SUBJECT

AIM

The English course aims to promote the linguistic maturity of students by developing their capacity to use language appropriately and effectively in a variety of social contexts, by developing their understanding of how language works and by developing their appreciation of language and of literature.

COURSE OUTLINE AND ASSESSMENT

Unit	Unit Name	Topics	Assessment	Length
1	Language that Works 	In this unit, students will use their knowledge of how meaning is communicated in work related texts relevant to and used by a particular occupation in the real world. They will study workplace documents such as Work Place Health and safety documents, Job Advertisements and a range of materials relating to employment. In the second half of the unit they will prepare a multimodal oral about a career or employment opportunity which will be presented at a work expo.	Formative Internal Assessment 1 (IA1) Short response to stimulus exam. One seen and one unseen stimulus	90 minutes + 15 planning time 200-300—words
			Formative Internal Assessment 2 (IA2) VLOG or multimodal. 4 weeks' notice of task.	4-5 minutes
2	Texts and Human Experiences 	Students will read the novel, "48 Shades of Brown" which examines human experience. They will write a short story. In the second half of the unit, students will read biographies and will then write a recount about a personal experience based on an extended metaphor. They will deliver their recount as a multimodal.	Formative Internal Assessment 3 (IA3) Written imaginative short story.	500-800 words.
			Formative Internal Assessment 4 (IA4) Multimodal 4 weeks' notice of task.	4-6 minutes
3	Language that Influences 	In this unit, students explore a range of community, local and global issues presented in a range of texts (television, documentary, news media). They develop their own point of view about these issues and research an issue of concern to them. They present an oral that persuades audiences to take up a position on an issue.	Summative Internal Assessment 1 (IA1) Spoken persuasive oral 3 weeks' notice of task.	4-6 minutes
			Common Internal Assessment (CIA) Exam. One seen and one unseen stimulus.	200-300 words per response. 400-600 words in total.
4	Popular Culture Texts 	Students create a VLOG after examining representations of Australian culture in popular Australian television, movies or a reality tv show or series. In the second half of the unit, students create a feature article on people they admire from their identified cultural or social groups.	Summative Internal Assessment 3 (IA3) VLOG 3 weeks' notice of task	4-6 minutes
			Internal assessment: Feature article 4 weeks' notice of task	500-800 words

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HEALTH & PHYSICAL EDUCATION

Within this Faculty area, you may study:

- **Sport and Recreation**
- **Certificate III Fitness**
- **Certificate II Health Support Services**
- **Certificate III Health Services Assistance**



SPORT AND RECREATION

PRE-REQUISITE









No pre-requisite applicable.

APPLIED SUBJECT

AIM

Senior Sport and Recreation develops an understanding of recreation activities as part of the fabric of Australian life and explores employment growth industries in our society. Sport and Recreation activities encompass aspects of social and competitive sport, fitness programs and outdoor pursuits. This subject focuses on the role of sport and Recreation in the lives of individuals and communities, and provides students with opportunities to learn in, through and about sport to develop programs for active and healthy lifestyles.

COURSE OUTLINE AND ASSESSMENT

Unit	Unit Name	Topics	Assessment	Length
1	Sport Officiating 	Over this course of this unit, you have had the opportunity to officiate across a variety of situations, a tournament structure. You have learnt the key aspects of sports officiating and have practiced putting these into place.	Performance: Video evidence Plan and Evaluation: One of the following: Multimodal, Spoken, Written.	Up to 4 minutes 3 minutes / up to 500 words
	Sport Coaching 	Over the course of this unit, you have had the opportunity to participate in sports coaching activities across a variety of situations.	Performance: Video evidence Evaluation: One of the following: Multimodal, Spoken, Written.	Up to 4 minutes 3 minutes / up to 500 words
2	Challenge in the Outdoors 	Students plan and implement strategies to enhance participation outcomes for a target group. They evaluate the effectiveness of their strategies, justify recommendations to enhance outcomes for themselves or a specific target group.	Investigation and session plan: One of the following: Multimodal, Spoken, Written. Performance: Evaluation: One of the following: Multimodal, Spoken, Written.	Up to 500 words Up to 4 mins 3 minutes / up to 500 words
	Outdoor Navigation 	Over the course of this unit, you have had the opportunity to participate in navigational activities across a variety of situations.	Performance: Video evidence Plan and Evaluation: One of the following: Multimodal, Spoken, Written.	Up to 4 minutes 3 minutes / up to 500 words.
3	Event Management 	Over the course of this unit, you have learnt how to construct different types of tournaments and have learnt how to implement a tournament structure. You have learnt the key aspects of the tournament organisation and have practiced putting this into place.	Performance: Video evidence Plan and Evaluation: One of the following: Multimodal, Spoken, Written	Up to 4 minutes 3 minutes / up to 500 words
	Event Management 	In this unit, students investigate a range of event management activities and strategies. They analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan events and implement strategies to enhance participation outcomes for target groups.	Investigation and session plan: One of the following: Multimodal, Spoken, Written. Performance: Evaluation: One of the following: Multimodal, Spoken, Written.	Up to 500 words Up to 4 mins 3 minutes / up to 500 words
4	Community Recreation 	Over the course of this unit, you have had the opportunity to participate in navigational activities across a variety of situations.	Performance: Video evidence Plan and Evaluation: One of the following: Multimodal, Spoken, Written.	Up to 4 minutes 3 minutes / up to 500 words
	Community Recreation 	In this unit, students investigate community recreation activities and analyse contextual factors, including resources, barriers and enablers, that affect outcomes.	Investigation and session plan One of the following: Multimodal, Spoken, Written Performance: Evaluation: One of the following: Multimodal, Spoken, Written.	Up to 500 words Up to 4 mins 3 minutes / up to 500 words

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

Binnacle Training 2026 Course Snapshot

2026 EDITION

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

Binnacle Training (RTO Code 31319)

VET
COURSE

HOW DOES IT WORK

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres.

Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).

Students facilitate programs within their school community including:

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

CAREER PATHWAYS

FITNESS IN SCHOOLS
Certificate III in Fitness

GROUP EXERCISE INSTRUCTOR

GYM FITNESS INSTRUCTOR

UNIVERSITY DEGREE

CERTIFICATE IV IN FITNESS OR DIPLOMA OF SPORT
(These qualifications offered by another RTO)

EXERCISE PHYSIOLOGIST

PERSONAL TRAINER

TEACHER - PHYSICAL EDUCATION

HIGH PERFORMANCE COACH

SPORT SCIENTIST

SPORT DEVELOPMENT MANAGER

WHAT DO STUDENTS ACHIEVE?

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

SKILLS ACQUIRED

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

FLEXIBLE PROGRAMS

PRACTICAL-BASED LEARNING

RESOURCES PROVIDED

Binnacle Training
RTO CODE 31319

Skills Assure
Proud to be a Queensland Government subsidised training provider

1300 303 715
admin@binnacletraining.com.au
binnacletraining.com.au

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

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

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:

2-Year Format

Timetable Requirements:

1-Timetabled Line

Units of Competency:

Standalone Qualification - 15 Units

Dual Qualification - Additional 4 Units*

Suitable Year Level(s):

Year 11 and 12

Study Mode:

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

Cost (Fee-For-Service):

\$495.00 per person (Cert II entry qualification =

\$395.00 + Cert III Gap Fee = \$100.00)

(+ First Aid \$75.00)

QCE Outcome:

Maximum 8 QCE Credits

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

TERM 1	TOPICS
	<ul style="list-style-type: none"> Introduction to the Sport, Fitness and Recreation (SFR) Industry Introduction to Coaching Programs, Laws and Legislation
	PROGRAMS
	<ul style="list-style-type: none"> Assist with Delivering Coaching Sessions (Supervisor Delivery) Plan and Deliver Coaching Sessions (Student Delivery)
TERM 2	TOPICS
	<ul style="list-style-type: none"> Introduction to Community Programs Introduction to Conditioning Programs
	PROGRAMS
	<ul style="list-style-type: none"> Community SFR Program (Student Delivery) Participate in Conditioning Sessions (Supervisor Delivery)
TERM 3	TOPICS
	<ul style="list-style-type: none"> Working in the SFR Industry - WHS and Provide Quality Service Introduction to Anatomy and Physiology - The Cardiovascular System
	PROGRAMS
	<ul style="list-style-type: none"> Plan and Deliver Group Conditioning Sessions Plan and Deliver a One-on-one Cardio Program
TERM 4	TOPICS
	<ul style="list-style-type: none"> Introduction to Anatomy and Physiology - The Musculoskeletal System First Aid Course: HLTAID011 Provide First Aid
	PROGRAMS
	<ul style="list-style-type: none"> Recreational Group Exercise Program
QUALIFICATION SCHEDULED FOR FINALISATION	
SIS20122 CERTIFICATE II IN SPORT AND RECREATION	
TERM 5	TOPICS
	<ul style="list-style-type: none"> Anatomy and Physiology - Body Systems and Exercise Health and Nutrition Consultations
	PROGRAMS
	<ul style="list-style-type: none"> One-on-One Gym Program (Adolescent Client) Plan and Conduct Sessions (Scenario Clients)
TERM 6	TOPICS
	<ul style="list-style-type: none"> Screening and Health Assessments Specific Population Clients (including Older Adults)
	PROGRAMS
	<ul style="list-style-type: none"> Fitness Orientation Program: Client Orientation Group Training Program: Plan and Conduct a Group Session
TERM 7	TOPICS
	<ul style="list-style-type: none"> N/A (Practical Term)
	PROGRAMS
	<ul style="list-style-type: none"> Group Exercise and Gym-based One-on-One and Group Sessions: Female and Male Adults aged 18+; and Older adults aged 55+

UNITS OF COMPETENCY			
HLTWHS001	Participate in workplace health and safety	BSBPEF301	Organise personal work priorities
SISXIND011	Maintain sport, fitness and recreation industry knowledge	BSBOPS304	Deliver and monitor a service to customers
BSBSUS211	Participate in sustainable work practices	SISFFIT035	Plan group exercise sessions
BSBPEF202	Plan and apply time management*	SISFFIT036	Instruct group exercise sessions
SISPAR009	Participate in conditioning for sport*	SISFFIT032	Complete pre-exercise screening and service orientation
SISXCCS004	Provide quality service	SISFFIT033	Complete client fitness assessments
SISXEMR003	Respond to emergency situations	SISFFIT052	Provide healthy eating information
HLTAID011	Provide First Aid	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISOFLD001	Assist in conducting recreation sessions*	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISXFAC006	Maintain activity equipment*	* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)	

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

ENTRY REQUIREMENTS

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

Correct at time of publication (June, 2025) but subject to change

HLT23221 CERTIFICATE II IN HEALTH SUPPORT SERVICES

Registered Training Organisation (RTO):
Mater Education (RTO Code: 31193)

VET
COURSE

QCE Points: 4

Description and Application

The qualification HLT23221 provides students with an introduction to the health care sector.

Are you a senior high school student eager to pursue a career in health? Mater Education's Vocational Education and Training in Schools (VETiS) program gives you the opportunity to study on-site at Mater where you will learn about a range of roles in this dynamic industry and gain real-world experience working alongside qualified healthcare professionals in acute hospital settings.

The program has been designed by our expert team of educators, giving you knowledge and skills in some key foundation areas such as medical terminology, transportation of patients, making beds, and communication. **Over six months (two school terms)** the program sees students complete a HLT23221 Certificate II in Health Support Services, with the option for them to then obtain a HLT33115 Certificate III in Health Services Assistance via a **ten week (one term)** gap program—setting them up to launch their healthcare careers straight after completing Year 12.

Eligibility - Cost

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

VETiS qualifications are funded by the Queensland Government's VET Investment budget. VETiS funding allows students to undertake nationally recognised vocational education and training (VET) qualifications while they are still at school. The HLT23221 Certificate II in Health Support Services is listed on the Queensland Government's Priority Skills list for VETiS funded delivery by approved pre-qualified suppliers.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Mater Education VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Mater Education. Fee for service cost = \$3160 (invoiced to the partner school).

Please refer to the Mater Education for further information. <https://www.matereducation.qld.edu.au/career-entry-qualifications/vetis>

Immunisations

Student will need to be immunised for the following communicable disease:

- COVID-19

Training and Assessment Delivery

The Mater Education VETiS program is delivered by qualified trainers and assessors at the student's school, where the student will attend class one day per week over two (2) Terms.

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

Training and assessment are via Mater Education's mode of delivery which comprises both face to face classroom-based training and Simulated training conducted in a Simulated ward at the schools Health Hub.

Mater Education reports back to the school on a regular basis on student's progress throughout the duration of the course.

Mater Education is responsible for all training and assessment.

Qualification consists of 12 units: – 4 Core, 7 Electives and 1 Import

Core

CHCCOM005	Communicate and work effectively in community and health
CHCDIV001	Work with diverse people
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTWHS001	Participate in workplace health and safety

Elective

CHCCCS020	Respond effectively to behaviours of concern
CHCCCS026	Transport individuals
CHCCCS010	Maintain a high standard of service
CHCCCS012	Prepare and maintain beds
HLTAID009	Provide Cardiopulmonary resuscitation (Import)
BSBOPS203	Deliver a service to customers
BSBPEF202	Plan and apply time management
HLTWHS005	Conduct manual tasks safely

NOTE: Elective units are subject to change to ensure alignment to current industry practices.

More information about this qualification is available at:

<https://training.gov.au/Training/Details/dbad97e5-42bd-4ebc-822e-5f770d8b6beb>



Correct at time of publication (June, 2025) but subject to change

HLT33115 CERTIFICATE III IN HEALTH SERVICES ASSISTANCE

Registered Training Organisation (RTO):
Mater Education (RTO Code: 31193)

**VET
COURSE**

QCE Points: 2

To continue studying the Certificate III Health services assistance Gap Program, students must have successfully completed the Certificate II in Health Support Services.

Description and Application

The qualification HLT33115 provides students with knowledge and skill in developing team effectiveness, assisting patients with mobility, understanding medical terminology, and organisational skill required to work in the health care sector.

Are you looking to embark on a career in healthcare? Mater Education's Certificate III in Health Services Assistance course will arm you with the knowledge and skills needed to work in a range of assistant-style roles—from jobs as a patient care attendant or an assistant in nursing, through to orderly and wards person positions.

This hands-on course is delivered onsite at Mater Education's world-class clinical simulation facility and taught by our team of interprofessional education experts.

Delivered over ten-weeks (one term) gap program—setting them up to launch their healthcare careers straight after completing Year 12.

Key areas of learning and skills development include:

- interpreting and applying medical terminology
- anatomy and physiology
- working in health and community services
- team effectiveness
- organisational skills .

Graduates of the course will be able to work confidently in the following roles:

- assistant in nursing
- patient care attendant
- personal carer
- orderly
- wards person.

Eligibility – Cost

Certificate III Health Services Assistance Gap Program fee: \$800 (invoiced to the partner school)

Please refer to the Mater Education for further information. <https://www.matereducation.qld.edu.au/career-entry-qualifications/vetis>

Training and Assessment Delivery

The Mater Education VETis program is delivered by qualified trainers and assessors at the student's school, where the student will attend class one day per week over one (1) Term.

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

Training and assessment are via Mater Education's mode of delivery which comprises both face to face classroom-based training and simulated training conducted in a Simulated ward at the schools Health Hub.

Mater Education reports back to the school on a regular basis on student's progress throughout the duration of the course.

Mater Education is responsible for all training and assessment.

Qualification consists of 15 units: – 7 core, 7 electives and 1 import

Core

CHCCOM005	Communicate and work effectively in community and health	Credit transfer
CHCDIV001	Work with diverse people	Credit transfer
HLTINF006	Apply basic principles and practices of infection prevention and control	Credit transfer
HLTWHS001	Participate in workplace health and safety	Credit transfer
BSBMED301	Interpret and apply medical terminology appropriately	To be Delivered
BSBWOR301	Organise personal work priorities and development	To be Delivered
HLTAAP001	Recognise healthy body systems	To be Delivered

Elective

CHCCCS020	Respond effectively to behaviours of concern	Credit transfer
CHCCCS026	Transport individuals	Credit transfer
CHCCCS010	Maintain a high standard of service	Credit transfer
CHCCCS012	Prepare and maintain beds	Credit transfer
HLTAID009	Provide Cardiopulmonary resuscitation	Credit transfer
BSBOPS203	Deliver a service to customers (Import)	Credit transfer
CHCCCS002	Assist with movement	To be Delivered
BSBFLM312	Contribute to team effectiveness	To be Delivered

NOTE: Elective units are subject to change to ensure alignment to current industry practices.

More information about this qualification is available at:

<https://training.gov.au/Training/Details/dbad97e5-42bd-4ebc-822e-5f770d8b6beb>



Correct at time of publication (June, 2025) but subject to change

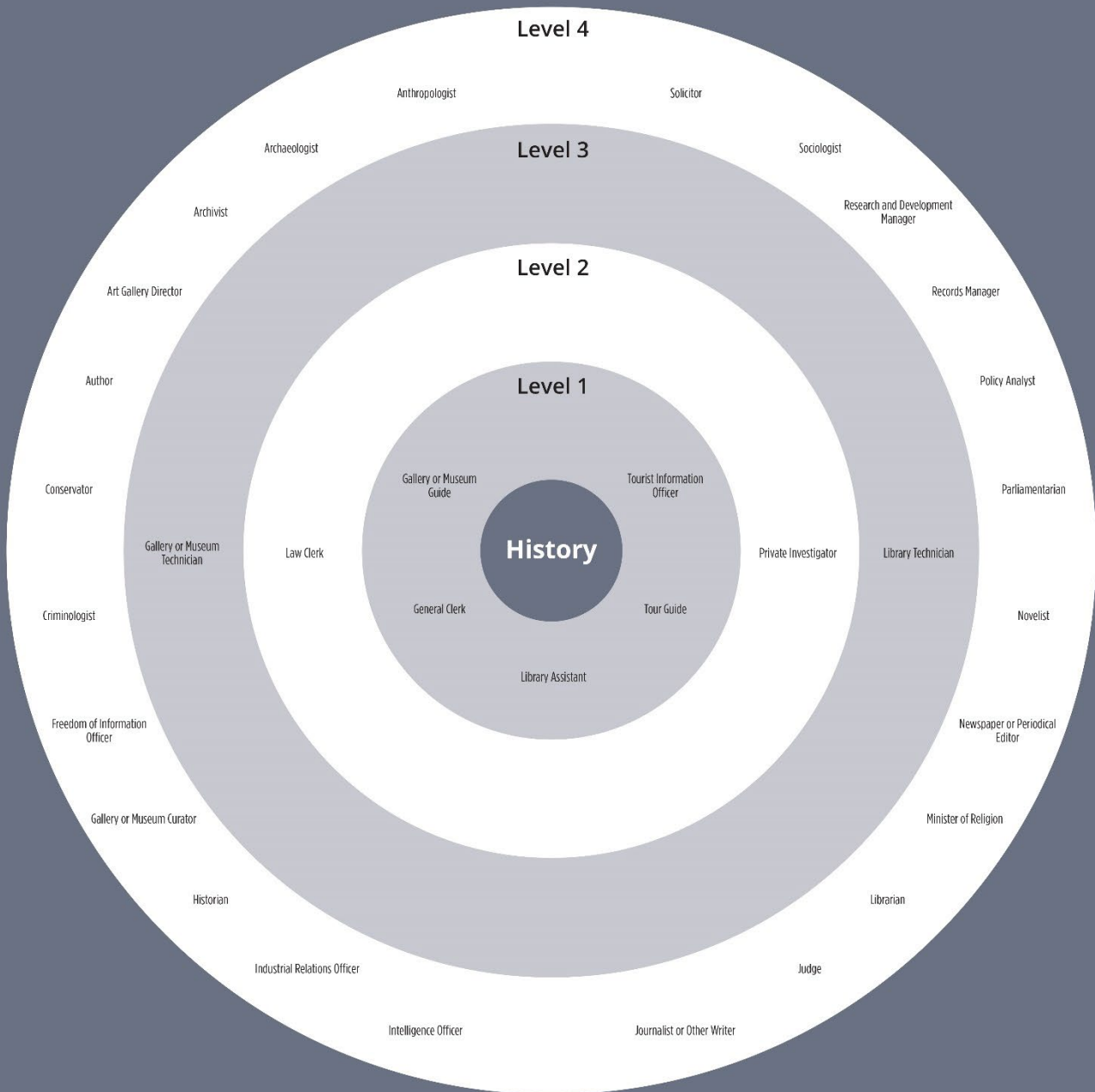
HUMANITIES

Within this Faculty area, you may study:

- Ancient History
- Legal Studies
- Modern History
- Certificate IV in Justice Studies



Do you enjoy or are you good at **History**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **History**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
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ANCIENT HISTORY

PRE-REQUISITE

B in Year 10 English and a B in Year 10 History. Students must be participants in the College laptop scheme.





GENERAL SUBJECT

AIM

Ancient History provides insight into past Empires that reflect our modern world. Core skills will prepare students interested in further study in any field; researching academic databases, critical thinking, writing persuasively, referencing, presenting and understanding the nuances of our political and social landscape.

COURSE OUTLINE AND ASSESSMENT – ALTERNATIVE SEQUENCE SYLLABUS

An alternative sequence subject includes students from both Years 11 and 12 and therefore units of work alternate over the 2 year course of study. In 2026 Year 11 students will study units 3 and 4.

Unit	Unit Name	Topics	Assessment	Length
1	Investigating the Ancient World 	<ul style="list-style-type: none"> Digging up the past – students will study a range of archaeological techniques and issues from various ancient sites and societies. Features of ancient societies – students will study slavery in Ancient Rome. 	Formative Internal Assessment 1 (IA1) Examination – essay in response to historical sources	2 hours + 15 minutes planning time
			Formative Internal Assessment 2 (IA2) Investigation – independent source investigation	4 weeks 1500-2000 words
2	Powerful personalities in their times 	<ul style="list-style-type: none"> Boudica – students will study the ancient British heroine who led a failed uprising against the conquering Roman Empire. Alexander the Great – students will study the ancient Greek kingdom of Macedon and the role and achievements of Alexander the Great. 	Formative Internal Assessment 3 (IA3) Investigation – historical essay based on research	4 weeks 1500-2000 words
			Formative Internal Assessment 4 (IA4) Examination – short responses to historical sources	2 hours + 15 minutes planning time
3	Reconstructing the Ancient World 	<ul style="list-style-type: none"> Classical Japan up to the last division of classical Japanese history, the Heian period. The Crusades – students will study the Crusades, a series of religion wars, during the Medieval period in Europe. 	Summative Internal Assessment 1 (IA1) Examination – essay in response to historical sources	2 hours + 15 minutes planning time
			Summative Internal Assessment 2 (IA2) Investigation – independent source investigation	4 weeks 1500-2000 words
4	People, power and authority 	<ul style="list-style-type: none"> Julio-Claudian dynasty – students will study this dynasty which comprised the first five Roman emperors. Cleopatra – students will study the rule of Cleopatra, ancient Egypt's last active ruler. 	Summative Internal Assessment 3 (IA3) Investigation – historical essay based on research	4 weeks 1500-2000 words
			External Assessment (QCAA directed) short responses to historical sources	2 hours + 15 minutes planning time

*Formative assessment is typically conducted in Year 11 and does not contribute to a student's ATAR; Summative assessment is conducted in Year 12 and contributes to the student's ATAR.

LEGAL STUDIES

PRE-REQUISITE

B in Year 10 English. Students must be participants in the College laptop scheme.





GENERAL SUBJECT

AIM

Legal Studies encourages students to explore the role and development of law in response to current issues. Over the two-year course, students study the foundations of law including criminal and civil justice. Students critically examine issues of governance, explore current issues of law reform and change and consider Australian and international human rights issues.

COURSE OUTLINE AND ASSESSMENT – ALTERNATIVE SEQUENCE SYLLABUS

An alternative sequence subject includes students from both Years 11 and 12 and therefore units of work alternate over the 2 year course of study. In 2026 Year 11 students will study units 3 and 4.

Unit	Unit Name	Topics	Assessment	Length
1	Balance of probabilities 	<ul style="list-style-type: none"> Foundations of civil law – parliament and the courts law-making processes, civil court processes, alternative dispute resolution Contractual obligations – forming a legally binding contract, breach of contract and remedies for breach of contract Negligence and the duty of care – failure to take reasonable care leading to injury, defences to a negligence claim and compensation, negligence cases 	Formative Internal Assessment 1 (IA1) Examination – combination response	2 hours + 15 minutes planning time
			Formative Internal Assessment 2 (IA2) Investigation – inquiry report	4 weeks 1500-2000 words
2	Law, change and governance 	<ul style="list-style-type: none"> Law reform within a dynamic society – law reform in response to changing values, technology, patterns of crime, global events; Law Reform Commissions and Royal Commissions. Governance in Australia – the Australian Constitution, law-making powers of three levels of government, government scrutiny and accountability, significance of cases on Australian laws, such as the <i>Mabo</i> and <i>Tasmanian Dams</i> cases. 	Formative Internal Assessment 3 (IA3) Investigation – argumentative essay	4 weeks 1500-2000 words
			Formative Internal Assessment 4 (IA4) Combination response exam	2 hours + 15 minutes planning time
3	Beyond reasonable doubt 	<ul style="list-style-type: none"> Foundations of criminal law – just and equitable outcomes for offenders and victims, criminal trial procedures Criminal investigation process – police powers, elements of crimes, arrest, presumption of innocence, right to silence Criminal trial processes – hearings, evidence, attributes of a fair trial, jury selection and verdicts, trial procedures Punishment and sentencing – sentencing options and theories of punishment 	Summative Internal Assessment 1 (IA1) Combination response exam	2 hours + 15 minutes planning time
			Summative Internal Assessment 2 (IA2) Investigation – inquiry report	4 weeks 1500-2000 words
4	Human rights in legal contexts 	<ul style="list-style-type: none"> Human rights – evolution of human rights, the <i>Magna Carta</i>, UN treaties such as the <i>Declaration of Human Rights</i> The effectiveness of international law – the role of the United Nations in maintaining global peace and security Human Rights in Australian contexts – Constitutional rights, federal and state anti-discrimination laws, Australian Human Rights Commission 	Summative Internal Assessment 3 (IA3) Investigation – argumentative essay	4 weeks 1500-2000 words
			External Assessment (QCAA directed) Combination response exam	2 hours + 15 minutes planning time

*Formative assessment is typically conducted in Year 11 and does not contribute to a student's ATAR; Summative assessment is conducted in Year 12 and contributes to the student's ATAR.

MODERN HISTORY

PRE-REQUISITE

B in Year 10 English and a B in Year 10 History. Students must be participants in the College laptop scheme.





GENERAL SUBJECT

AIM

Modern History provides insight into the technological and social revolutions that made our Modern World. Core skills will prepare students interested in further study in any field; researching academic databases, critical thinking, writing persuasively, referencing, presenting and understanding the nuances of our political and social landscape. This subject will make you interesting too and inspire you to make the world better with your individual actions.

COURSE OUTLINE AND ASSESSMENT – ALTERNATIVE SEQUENCE SYLLABUS

An alternative sequence subject includes students from both Years 11 and 12 and therefore units of work alternate over the 2 year course of study. In 2026 Year 11 students will study units 3 and 4.

Unit	Unit Name	Topics	Assessment	Length
1	Ideas in the Modern World 	<ul style="list-style-type: none"> Meiji Restoration Japan – the class will study ideas including imperialism and nationalism in the context of Japan's modernisation between 1868 and 1912. The Russian Revolution – students examine ideas such as capitalism and communism by analysing the Russian Revolution between 1905 and c.1920 and conduct their own research into an aspect of the Russian Revolution. 	Formative Internal Assessment 1 (IA1) Examination – essay in response to historical sources	2 hours + 15 minutes planning time
			Formative Internal Assessment 2 (IA2) Investigation – independent source investigation	4 weeks 1500-2000 words
2	Movements in the Modern World 	<ul style="list-style-type: none"> The US Civil Rights Movement – students study the actions at the local, national and international level to remove racial discrimination against African American people in the United States. Anti-Apartheid Movement in South Africa – students examine activities and actions to remove racial discrimination in the context of Apartheid laws in South Africa, c. 1948-1991. 	Formative Internal Assessment 3 (IA3) Investigation – historical essay based on research	4 weeks 1500-2000 words
			Formative Internal Assessment 4 (IA4) Examination – short responses to historical sources	2 hours + 15 minutes planning time
3	National experiences in the Modern World 	<ul style="list-style-type: none"> Nazi Germany – students examine the national experience of Germany between 1914 and 1945 with a focus on the rise of Nazism in the 1930s and the Holocaust in WWII. Communist China – following a contextual study about the communist revolution in China, in 1949, students will research an aspect of the Cultural Revolution c.1966-1976. 	Summative Internal Assessment 1 (IA1) Examination – essay in response to historical sources	2 hours + 15 minutes planning time
			Summative Internal Assessment 2 (IA2) Investigation – independent source investigation	4 weeks 1500-2000 words
4	International experiences in the Modern World 	<ul style="list-style-type: none"> Anti-terrorism and counter-terrorism since 1984 – students will study the ways in which Australia and other nations have fought back against terrorism since 1984. Reasons for the end of the Soviet Union 1980s-90s – students will study the end of the Soviet Union, its causes and the role of significant individuals. 	Summative Internal Assessment 3 (IA3) Investigation – historical essay based on research	4 weeks 1500-2000 words
			External Assessment (QCAA directed) Examination – short responses to historical sources	2 hours + 15 minutes planning time

*Formative assessment is typically conducted in Year 11 and does not contribute to a student's ATAR; Summative assessment is conducted in Year 12 and contributes to the student's ATAR.

10971NAT CERTIFICATE IV IN JUSTICE STUDIES

**VET
COURSE**

CERTIFICATE IV in Justice Studies (10971NAT)

(RTO – Professional Investigators College of Australasia (PICA) - 40789)

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



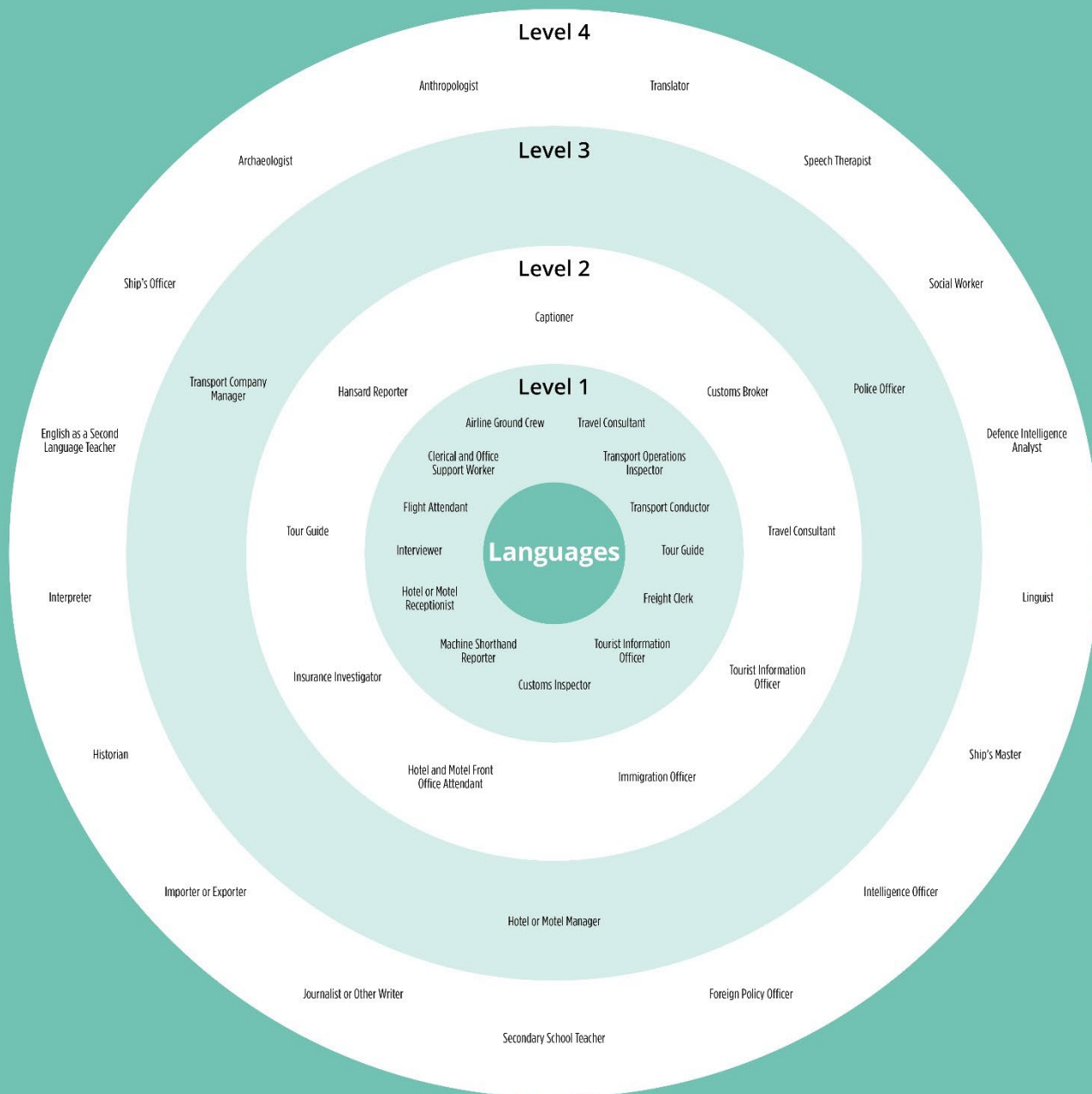
Correct at the time of publication (June 2025) but subject to change.



LANGUAGES



Do you enjoy or are you good at **Languages**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Languages**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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BSDE - LANGUAGES



GENERAL
SUBJECT

PRE-REQUISITES:

C in Year 10 Language studies or native fluency.

AIM

The study of Languages is considered a priority area by the Government and the Department of Education. Brisbane School of Distance Education offers a variety of Language programs and the courses that aim to provide students with a deep understanding of culture through the development of practical language skills. The four skills of listening, speaking, reading and writing will be developed interdependently. By the end of the course, students are expected to be able to speak and write in the selected language course in a variety of situations with varying degrees of complexity.

CONTENT AND ORGANISATION

Emphasis is placed on a functional and communicative approach, so that students use the language in useful situations and gain an appreciation of literature. Activities include reading and discussing stories, reports, poetry, letters, menus, programs, instruction manuals, advertisements and magazine articles. Listening activities include material recorded by native speakers. By the end of the course, students are expected to be able to give short talks in the language course studied and to be able to converse with native speakers.

The main topics covered in Years 11 and 12 are: everyday life at home, school and the future, travel, accommodation, health, interests and hobbies, leisure activities, careers, the environment, politics and language history.

ASSESSMENT AND WORKLOAD

Students are expected to undertake consistent self-directed study and learning (30 minutes daily). Students submit weekly diagnostic work for marking and attend compulsory interactive computer lessons. All assessment is carried out at school under examination conditions.

RELEVANCE TO FUTURE PATHWAYS

Knowledge of a second language is being considered increasingly by employers, both in Australia and Internationally for employment. It is especially useful and desirable in areas such as the tourism industry, airlines, finance, arts, scientific studies and international business. Second languages are gaining greater importance on the world stage through commerce, economic and global studies.

COST

Nil

Students must be participants in the College laptop scheme.

Please Note

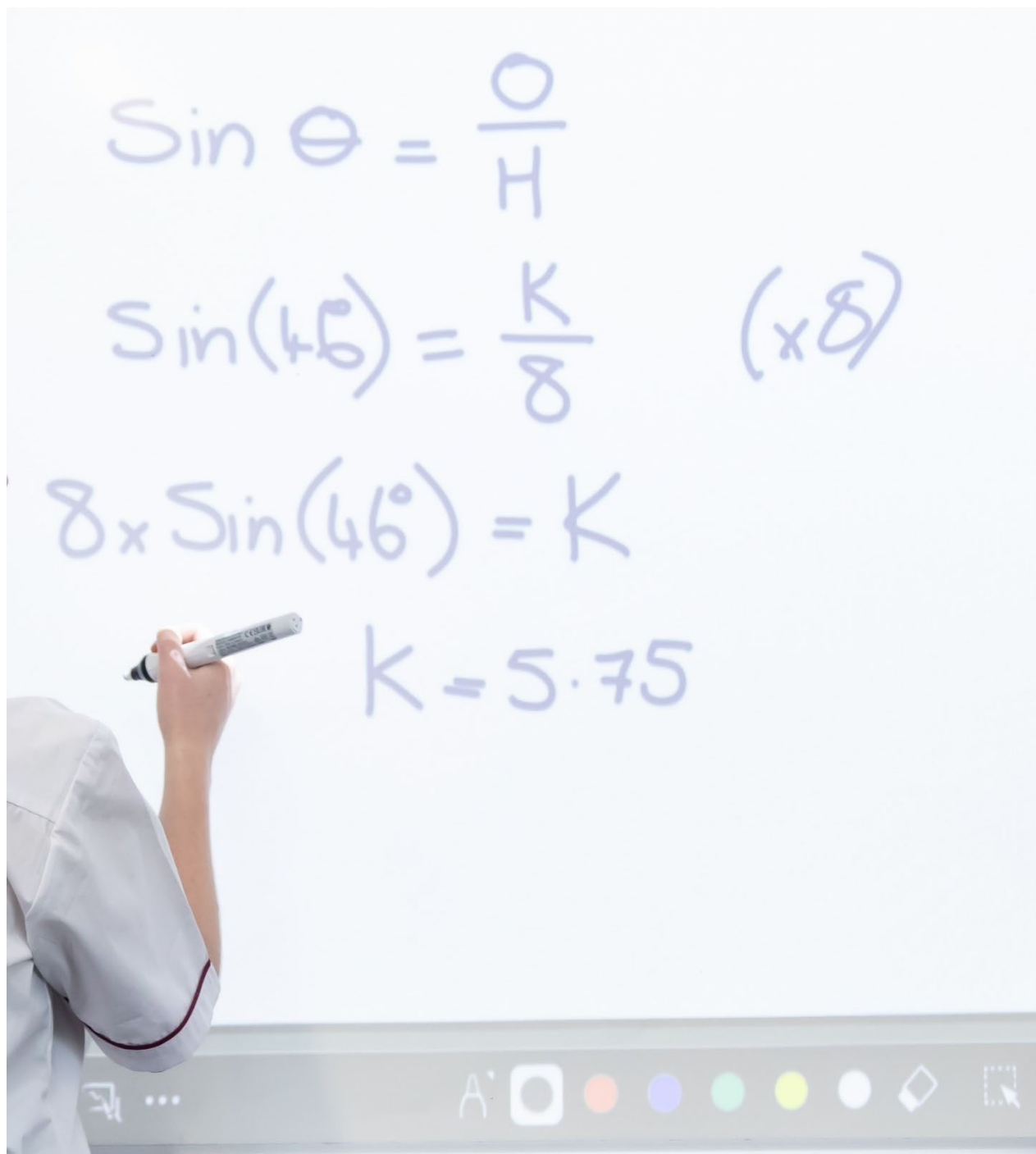
All language courses must be individually negotiated with WHSC administration and the College Guidance Officer.



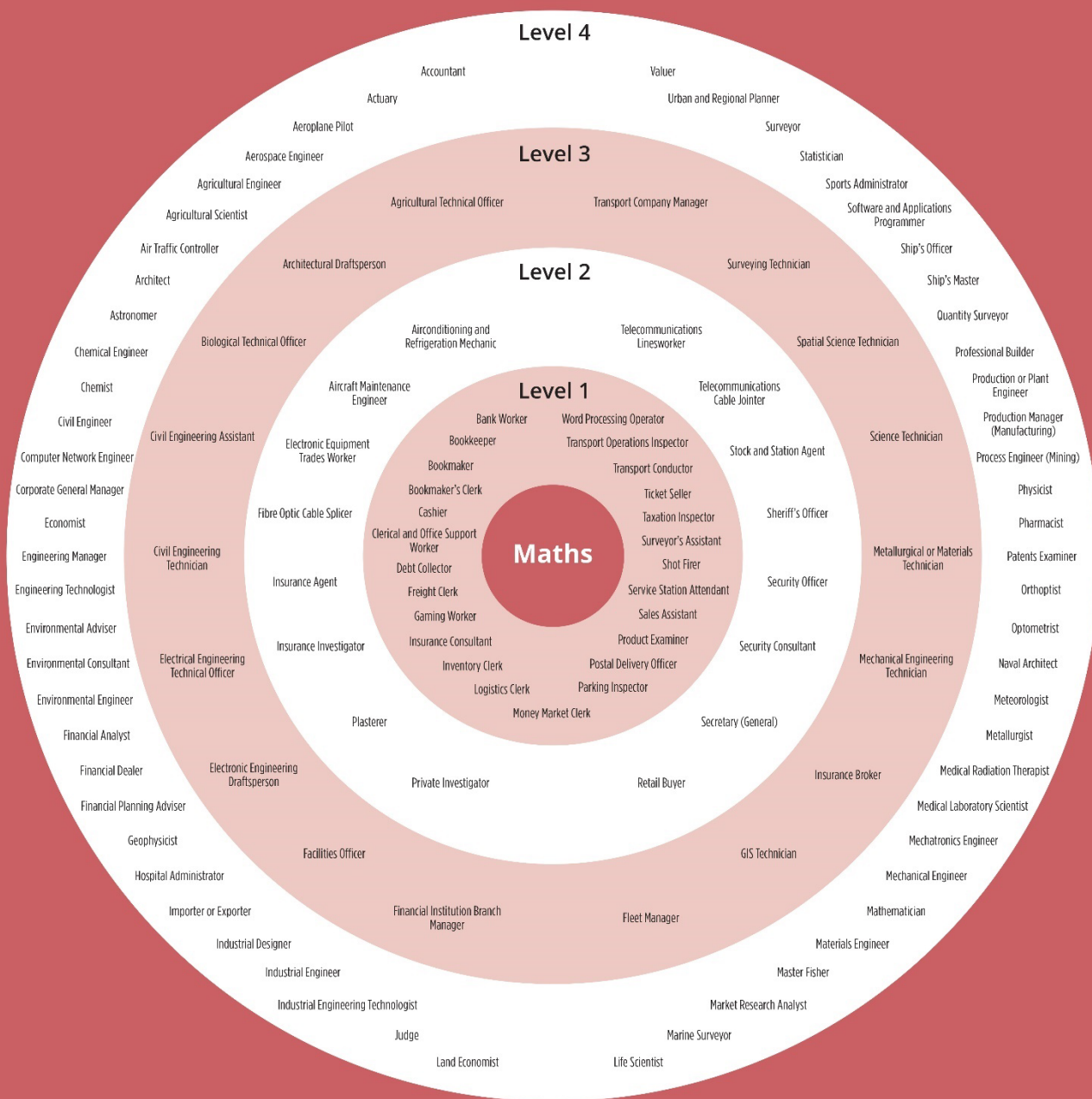
MATHEMATICS

Within this Faculty area, you may study:

- General Mathematics
- Mathematical Methods
- Specialist Mathematics
- Essential Mathematics
- Numeracy



Do you enjoy or are you good at **Maths**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II, Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Maths**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
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GENERAL MATHEMATICS

PRE-REQUISITE

At least a C+ standard in Year 10 Mathematics.
Students must be participants in the College laptop scheme.

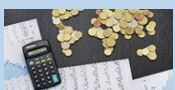
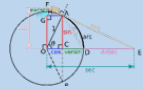
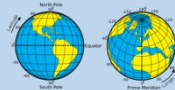
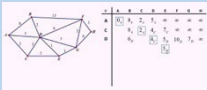
GENERAL SUBJECT

AIM

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. Students engage in a practical approach that equips learners with their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

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

COURSE OUTLINE AND ASSESSMENT

Unit	Unit Name	Topics	Assessment	Length
1	Money, measurement, algebra and linear equations 	Consumer arithmetic reviews the concepts of rate and percentage change. Shape and measurement extends the knowledge developed in the Australian Curriculum with the concept of similarity and compound geometric shapes. Students use linear equations and their graphs, piece-wise linear graphs and step graphs, to model and analyse practical situations. Algebra further develops students' mastery of algebraic techniques and skills.	Formative Internal Assessment 1 (FIA1): Examination	1 x 1.5 hours
			Formative Internal Assessment 2 (FIA2): Examination	1 x 1.5 hours
2	Applied trigonometry, algebra, matrices and univariate data 	Applications of linear equations and their graphs uses simultaneous linear equations, piece-wise linear graphs and step graphs to model and solve practical problems. Applications of trigonometry extends students' knowledge of trigonometry to solve practical problems. Algebra and matrices continues the study of algebra and introduces the new topic of matrices. Univariate data analysis develops students' ability to organise and summarise data.	Formative Internal Assessment 3 (FIA3): Examination	1 x 1.5 hours
			Formative Internal Assessment 4 (FIA4): Problem solving and modelling task	2000 words
3	Bivariate data and time series analysis, sequences, and Earth geometry 	Bivariate data analysis introduces students to methods for identifying, analysing and describing associations between pairs of variables. Time series analysis continues students' study of statistics. Growth and decay in sequences employs recursion to generate sequences that can be used to model and investigate patterns. Earth geometry and time zones offers an opportunity to use contexts relevant to students.	Summative Internal Assessment 1 (IA1): Problem solving and modelling task (20%)	2000 words
			Summative Internal Assessment 2 (IA2): Examination (15%)	1 x 1.5 hours
4	Investing and networking 	Loans, investments and annuities aims to provide students with sufficient knowledge of financial mathematics to solve practical problems. Graphs and networks introduce students to the language of graphs and the ways in which graphs can be used to model and analyse everyday situations. Networks and decision mathematics uses networks to model and aid decision-making in practical situations.	Summative Internal Assessment 3 (IA3): Examination (15%)	1 x 1.5 hours
			External Assessment (QCAA directed) (50%)	2 x 1.5 hours

*Formative assessment is typically conducted in Year 11 and does not contribute to a student's ATAR; Summative assessment is conducted in Year 12 and contributes to the student's ATAR.

Additional cost and requirements not covered by student resource scheme:

Casio FX-82AU PLUS II scientific calculator \$40 (approx.) as per booklist.

MATHEMATICAL METHODS

PRE-REQUISITE

At least a B+ standard in Year 10 Mathematics.
Students must be participants in the College laptop scheme.

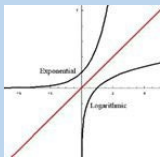
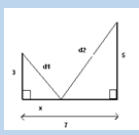
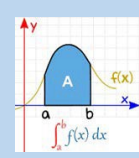
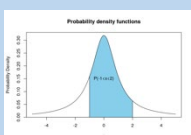
GENERAL SUBJECT

AIM

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 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.

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

COURSE OUTLINE AND ASSESSMENT

Unit	Unit Name	Topics	Assessment	Length
1	Surds, algebra, functions and probability 	Working with surds provides techniques that are useful in several areas of mathematics. Relationships between variable quantities are reviewed. The algebraic expansion of powers of a binomial are found using the binomial theorem. Quadratic, cubic and reciprocal functions are studied. Graphs of relations are introduced. Trigonometric functions, graphs and equations are studied. The study of inferential statistics begins with a review of the fundamentals of probability and the introduction of the concepts of conditional probability and independence.	Formative Internal Assessment 1 (FIA1): Examination	1 x 1.5 hours
			Formative Internal Assessment 2 (FIA2): Examination	1 x 1.5 hours
2	Calculus and further functions 	Exponential graphs are examined, and logarithms are introduced. Logarithmic laws and definitions are developed. Logarithmic functions are explored graphically and algebraically. Rates and average rates of change are also introduced, followed by the key concept of the derivative as an 'instantaneous rate of change'. Calculus is developed to study the derivatives of power and polynomial functions.	Formative Internal Assessment 3 (FIA3): Examination	1 x 1.5 hours
			Formative Internal Assessment 4 (FIA4): Problem solving and modelling task	2000 words
3	Further calculus and introduction to statistics 	The study of calculus continues with the derivatives of exponential, logarithmic and trigonometric functions and their applications. Integration, both as a process that reverses differentiation and as a way of determining displacement given velocity or acceleration, is introduced. Discrete random variables are introduced. Use of discrete random variables in modelling random processes involving chance and variation are studied.	Summative Internal Assessment 1 (IA1): Problem solving and modelling task (20%)	2000 words
			Summative Internal Assessment 2 (IA2): Examination (15%)	1 x 1.5 hours
4	Further calculus, trigonometry and statistics 	The study of integral calculus continues. The cosine and sine rules are established and used. Continuous random variables and their applications are explored. Sample and population proportions are explored. The study of statistical inference in this unit is the culmination of earlier work on probability and random variables. The goal of statistical inference is to estimate an unknown parameter associated with a population using a sample of data drawn from that population.	Summative Internal Assessment 3 (IA3): Examination (15%)	1 x 1.5 hours
			External Assessment (QCAA directed) (50%)	2 x 1.5 hours

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Additional cost and requirements not covered by student resource scheme:

TI Graphics calculator \$200 (approx.) as per booklist.

SPECIALIST MATHEMATICS

PRE-REQUISITE

At least a B+ standard in Year 10 Mathematics.
Students must be participants in the College laptop scheme.


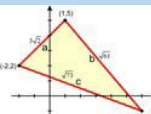
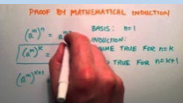
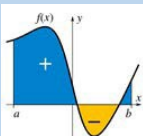
GENERAL SUBJECT

AIM

Specialist 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. 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.

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

COURSE OUTLINE AND ASSESSMENT

Unit	Unit Name	Topics	Assessment	Length
1	Combinatorics, proof, vectors and matrices 	Combinatorics provides techniques that are useful in many areas of mathematics, including probability and algebra. Introduction to proof provides the opportunity to establish students' understanding of the nature of proof. Vectors in the plane and the Algebra of vectors in two dimensions provide new perspectives for working with two-dimensional space. Matrices introduces basic operations and matrix algebra properties.	Formative Internal Assessment 1 (FIA1): Examination	1 x 1.5 hours
			Formative Internal Assessment 2 (FIA2): Examination	1 x 1.5 hours
2	Complex numbers, further proof, trigonometry, functions and transformations 	Complex numbers and Complex arithmetic and algebra introduce complex arithmetic, the complex (Argand) plane, and complex algebra. Circle proof provides the opportunity to summarise and extend students' studies in circles and deductive Euclidean geometry. Geometric proof serves as an introduction to vector proofs. Trigonometry and functions introduce the absolute value function and reciprocal trigonometric functions and the sketching of graphs. Matrices and transformations extend the application of matrices to linear transformations in the plane.	Formative Internal Assessment 3 (FIA3): Examination	1 x 1.5 hours
			Formative Internal Assessment 4 (FIA4): Problem solving and modelling task	2000 words
3	Further complex numbers, proof, vectors and matrices 	Students study three-dimensional vectors and are introduced to Cartesian equations, vector equations and equations of planes. Vector calculus extends students' knowledge of calculus and allows them to apply calculus to solve problems involving motion in two- and three-dimensional space. The study of complex numbers extends to include complex arithmetic using polar form and roots of complex numbers. Mathematical induction and trigonometric proofs continue the developmental concept of proof.	Summative Internal Assessment 1 (IA1): Problem solving and modelling task (20%)	2000 words
			Summative Internal Assessment 2 (IA2): Examination (15%)	1 x 1.5 hours
4	Further calculus and statistical inference 	Integration techniques and Applications of integral calculus extend students' knowledge of calculus. Rates of change and differential equations and Modelling motion further extend students' knowledge which is applied to simple differential equations in contexts found in areas such as biology and kinematics. Previous knowledge of probability and statistics is drawn together in the study of Statistical inference for the distribution of sample means and confidence intervals for sample means.	Summative Internal Assessment 3 (IA3): Examination (15%)	1 x 1.5 hours
			External Assessment (QCAA directed) (50%)	2 x 1.5 hours

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Additional cost and requirements not covered by student resource scheme:

TI Graphics calculator \$200 (approx.) as per booklist.

ESSENTIAL MATHEMATICS

PRE-REQUISITE

At least a D+ standard in Year 10 Mathematics.
Students must be participants in the College laptop scheme.





**APPLIED
SUBJECT**

AIM

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

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

COURSE OUTLINE AND ASSESSMENT

Unit	Unit Name	Topics	Assessment	Length
1	Number, data and money 	Students will develop the mathematical understanding and skills to solve problems relating to the topics Calculations, Number, Representing data and Managing money. Contexts are chosen that are meaningful to students.	Formative Internal Assessment 1 (FIA1): Problem solving and modelling task	1000 words
			Formative Internal Assessment 2 (FIA2): Examination	1 hour
2	Data and travel 	The topics of Calculations, Data Collections, Graphs and Time and motion are covered in contexts which relate to students' everyday experiences. Students practice essential mathematical routines to develop procedural fluency, as well as modelling the real world, solving problems and explaining reasoning.	Formative Internal Assessment 3 (IA3): Examination	1 hour
			Formative Internal Assessment 4 (IA4): Problem solving and modelling task	1000 words
3	Measurement, scales and chance 	Further study of the fundamental topic of Calculations. The topics of Measurement, Scales, plans and models as well as Probability and relative frequencies are also covered in relevant contexts. Students make more complex use of knowledge to successfully formulate, represent and solve mathematical problems.	Summative Internal Assessment 1 (IA1): Problem solving and modelling task	1000 words
			Common Internal Assessment 2 (IA2): Common internal assessment (CIA)	1 hour
4	Graphs, data and loans 	Further study of the fundamental topic of Calculations allows students to carry out procedures flexibly, accurately and efficiently. Bivariate graphs, Summarising and comparing data together with Loans and compound interest are studied developing the ability to make informed predictions and decisions about personal and financial priorities.	Summative Internal Assessment 3 (IA3): Problem solving and modelling task	1000 words
			Summative Internal Assessment 4 (IA4): Examination	1 hour

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Additional cost and requirements not covered by student resource scheme:

Casio FX-82AU PLUS II scientific calculator \$40 (approx.) as per booklist.

NUMERACY

SHORT COURSE

PRE-REQUISITE

This subject is suited for students who require support with numeracy development or may be at risk of not attaining the numeracy requirement for the QCE.





Students must be participants in the College laptop scheme.

AIM

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.

Short Course in Numeracy is a one-unit course of study (Units 1 and 2). Results in Numeracy do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation. At the completion of Short Course in Numeracy students progress to study Units 1 and 2 of Essential Mathematics.

COURSE OUTLINE AND ASSESSMENT

Unit	Unit Name	Topics	Assessment	Length
1	Personal identity and community 	Students develop the numeracy skills through activities that relate to expressing personal identity, achieving personal goals, and understanding and interacting with the wider community. Students use mathematics knowledge to make sense of situations in a real context for a social or personal purpose.	Internal Assessment 1 – Personal identity and community: Extended response – oral mathematical presentation	4 – 6 minutes
2	Workplace and employment 	Students develop the numeracy skills through activities that relate to preparing for and seeking employment, operating in an existing workplace, and/or entering a new work setting. They deal with situations in real contexts that involve the use of a range of workplace relevant mathematical knowledge and skills.	Internal Assessment – Workplace and employment: Examination (open book) – short response	45 mins
3	Number, data and money 	Students will develop the mathematical understanding and skills to solve problems relating to the topics Calculations, Number, Representing data and Managing money. Contexts are chosen that are meaningful to students.	Formative Internal Assessment 1 (FIA1): Problem solving and modelling task Formative Internal Assessment 2 (FIA2): Examination	1000 words 1 hour
4	Data and travel 	The topics of Calculations, Data Collections, Graphs and Time and motion are covered in contexts which relate to students' everyday experiences. Students practice essential mathematical routines to develop procedural fluency, as well as modelling the real world, solving problems and explaining reasoning.	Formative Internal Assessment 3 (IA3): Examination Formative Internal Assessment 4 (IA4): Problem solving and modelling task	1 hour 1000 words

Additional cost and requirements not covered by student resource scheme:

Casio FX-82AU PLUS II scientific calculator \$40 (approx.) as per booklist.



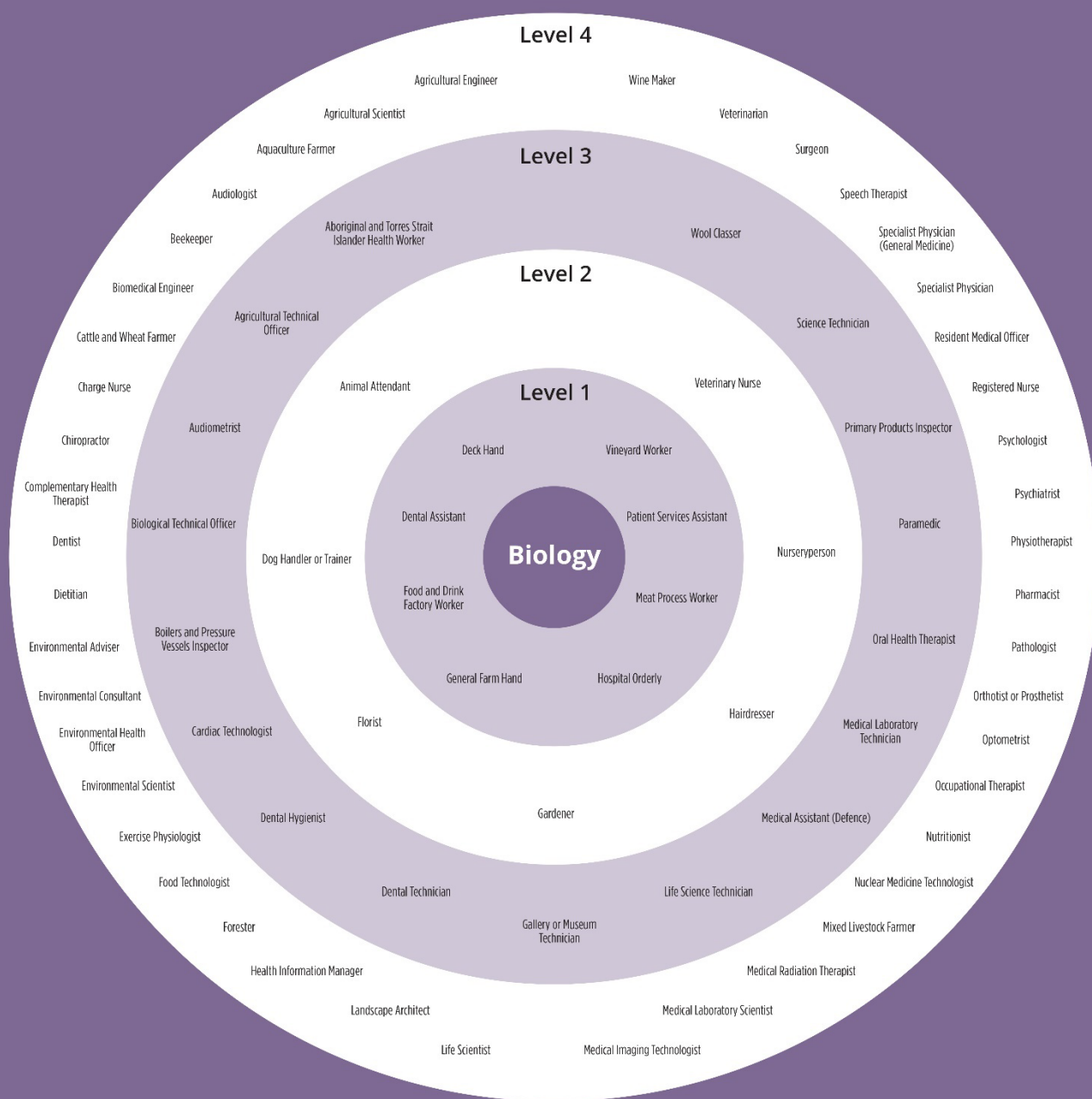
SCIENCE

Within this Faculty area, you may study:

- **Biology**
- **Chemistry**
- **Physics**
- **Psychology**
- **Science in Practice**
- **Aquatic Practices**



Do you enjoy or are you good at **Biology**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Biology**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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BIOLOGY

PRE-REQUISITE



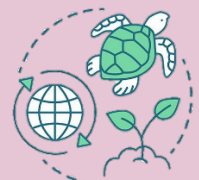
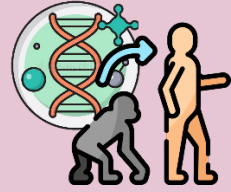
Students must be achieving no less than a B standard in Year 10 English, Science and Mathematics.
Students must be participants in the College laptop scheme.

**GENERAL
SUBJECT**

AIM

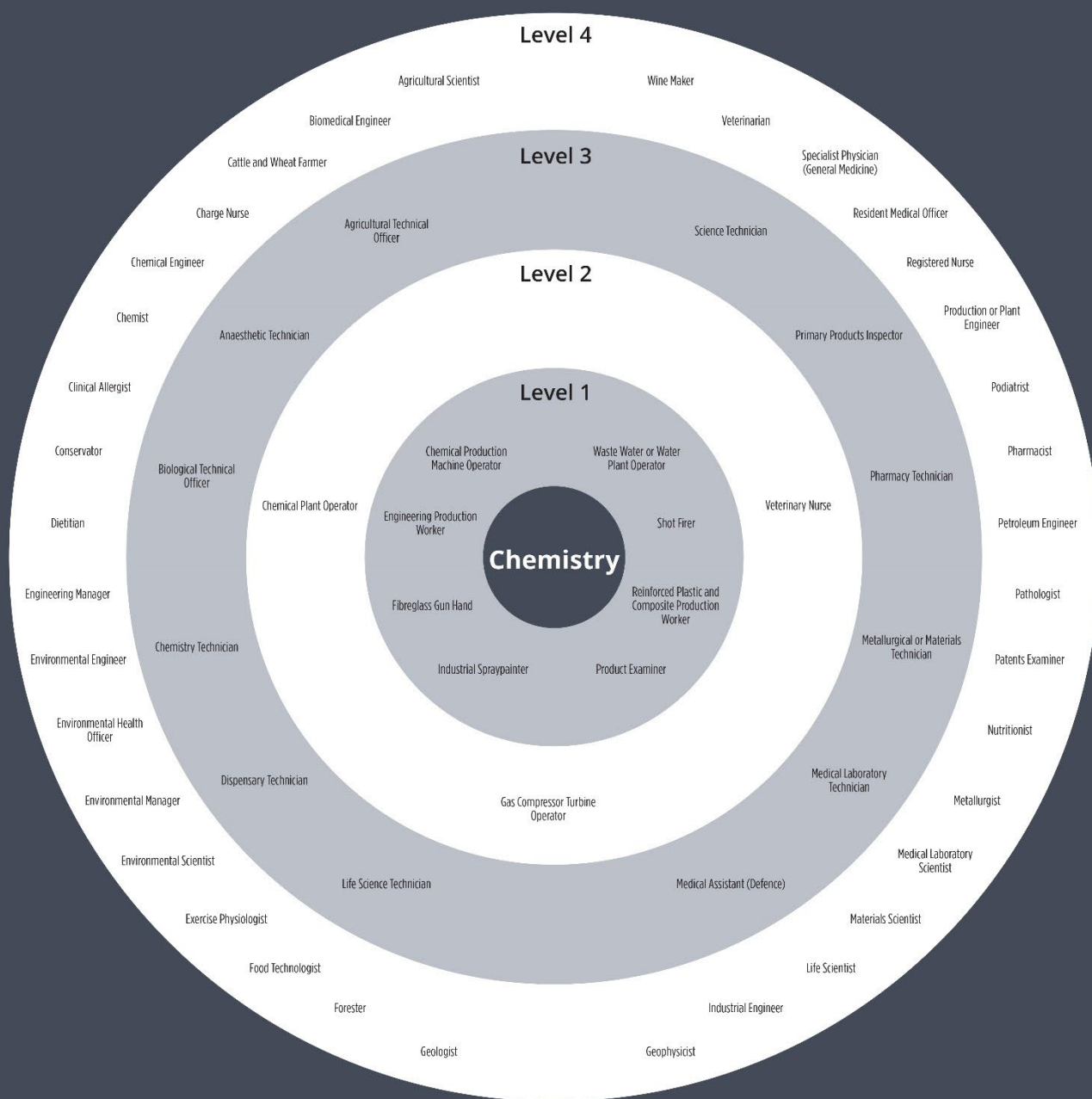
Biology provides opportunities for students to engage with living systems. They develop their understanding of cells and multicellular organisms. Students engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

COURSE OUTLINE AND ASSESSMENT

Unit	Unit Name	Topics	Assessment	Length
1	Cells and multicellular organisms 	<ul style="list-style-type: none"> Cells as the basis of life Multicellular organisms 	Exam (FIA1)	65 mins
			Student Experiment (FIA3)	up to 2000 words
2	Maintaining the internal environment 	<ul style="list-style-type: none"> Homeostasis Infectious diseases 	Research Investigation (FIA2)	up to 2000 words
			Exam (FIA4) – Whole Unit	Paper 1: 95 mins
3	Biodiversity and the interconnectedness of life 	<ul style="list-style-type: none"> Describing biodiversity Ecosystem dynamics 	Data Test (IA1)	65 mins
			Student Experiment (IA2)	up to 2000 words
4	Heredity and continuity of life 	<ul style="list-style-type: none"> DNA, genes and the continuity of life Continuity of life on Earth 	Research Investigation (IA3)	up to 2000 words
			External Assessment (QCAA directed)	Paper 1: 95 mins Paper 2: 95 mins

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Do you enjoy or are you good at **Chemistry**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II, Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Chemistry**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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CHEMISTRY

PRE-REQUISITE

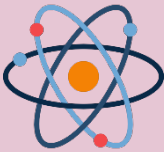



Students must be achieving no less than a B standard in Year 10 English, Science and Mathematics. Students must be participants in the College laptop scheme.

GENERAL SUBJECT

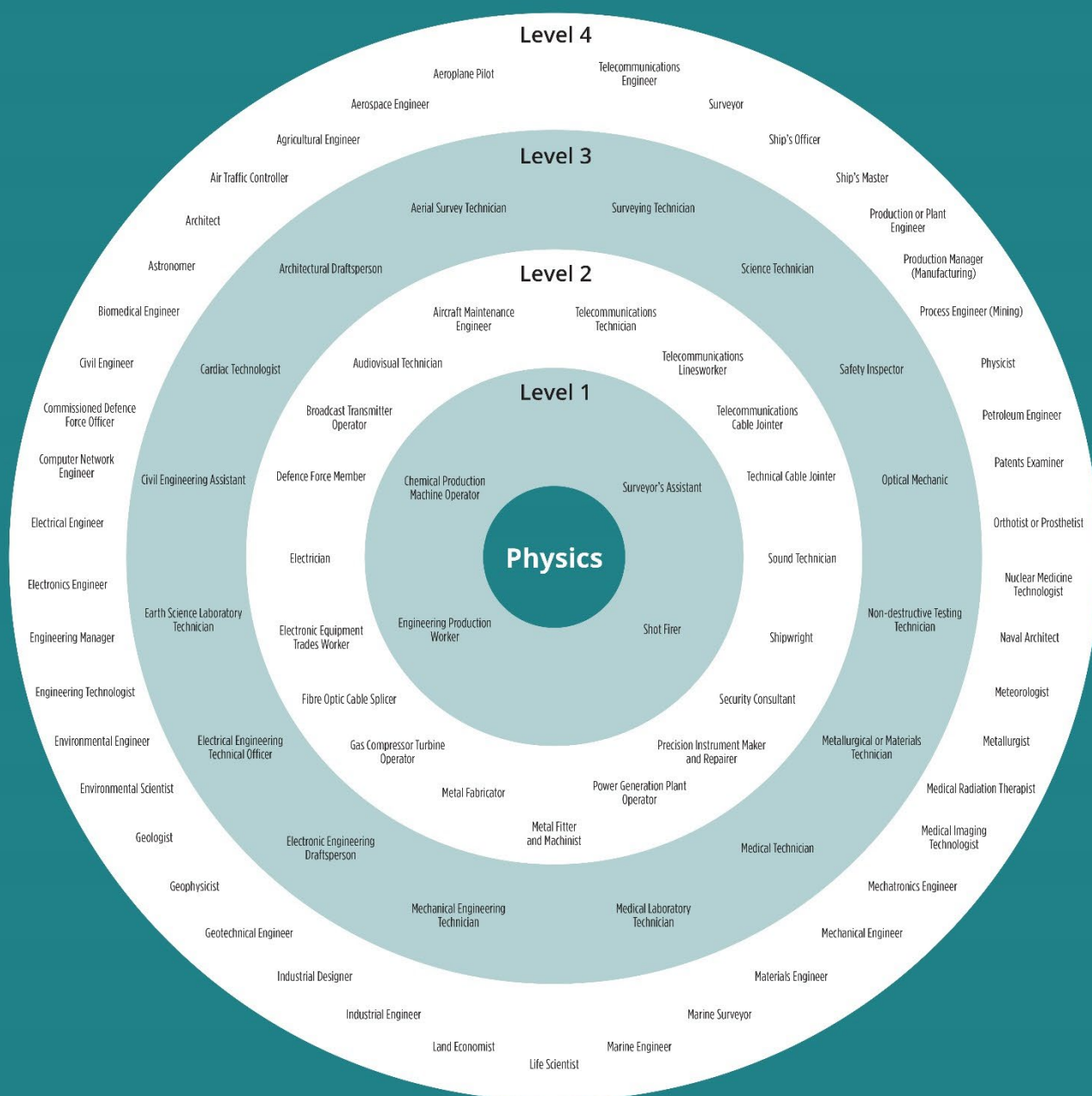
AIM

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

COURSE OUTLINE AND ASSESSMENT

Unit	Unit Name	Topics	Assessment	Length
1	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 	Exam (FIA1)	65 mins
			Student Experiment (FIA2)	up to 2000 words
2	Molecular interactions and reactions 	<ul style="list-style-type: none"> Intermolecular forces and gases Aqueous solutions and acidity Rates of chemical reactions 	Research Investigation (FIA3)	up to 2000 words
			Exam (FIA4) – Whole Unit	Paper 1: 95 mins
3	Equilibrium, acids and redox reactions 	<ul style="list-style-type: none"> Chemical equilibrium systems Oxidation and reduction 	Data Test (IA1)	65 mins
			Student Experiment (IA2)	up to 2000 words
4	Structure, synthesis and design 	<ul style="list-style-type: none"> Properties and structure of organic materials Chemical synthesis and design 	Research Investigation (IA3)	up to 2000 words
			External Assessment (QCAA directed)	Paper 1: 95 mins Paper 2: 95 mins

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Level 1

Level 2

Level 3

Level 4

This chart shows a selection of occupations that have some relation to the subject of **Physics**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.



PHYSICS

PRE-REQUISITE





Students must be achieving no less than a B standard in Year 10 English, Science and Mathematics.
Students must be participants in the College laptop scheme.

**GENERAL
SUBJECT**

AIM

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

COURSE OUTLINE AND ASSESSMENT

Unit	Unit Name	Topics	Assessment	Length
1	The transfer and use of energy 	<ul style="list-style-type: none"> • Heating processes • Waves • Electrical circuits 	Data test (IA1)	65 mins
			Student Experiment (IA2)	up to 2000 words
2	Electromagnetism and quantum theory 	<ul style="list-style-type: none"> • Electromagnetism • Quantum theory 	Research Investigation (IA3)	up to 2000 words
			Exam (FIA4)	Paper 1: 95 mins
3	Physics of motion 	<ul style="list-style-type: none"> • Linear motion • Gravity and motion 	Data test (FIA1)	65 mins
			Student Experiment (FIA2)	up to 2000 words
4	Einstein's famous equations 	<ul style="list-style-type: none"> • Special relativity • Ionising radiation and nuclear reactions • The standard model 	Research Investigation (FIA3)	up to 2000 words
			Exam (FIA4) – Whole unit	Paper 1: 95 mins Paper 2: 95 mins

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PSYCHOLOGY

PRE-REQUISITE




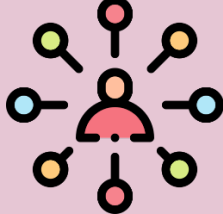
Students must be achieving no less than a B standard in Year 10 English, Science and Mathematics.
Students must be participants in the College laptop scheme.

**GENERAL
SUBJECT**

AIM

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. Students also examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

COURSE OUTLINE AND ASSESSMENT

Unit	Unit Name	Topics	Assessment	Length
1	Individual development 	<ul style="list-style-type: none"> Psychological science A The role of the brain Cognitive development Human consciousness and sleep 	Exam (FIA1)	65 mins
			Student Experiment (FIA2)	up to 2000 words
2	Individual behaviour 	<ul style="list-style-type: none"> Psychological science B Intelligence Diagnosis Psychological disorders and treatment Emotion and motivation 	Research Investigation (FIA3)	up to 2000 words
			Exam (FIA4)	Paper 1: 95 mins
3	Individual thinking 	<ul style="list-style-type: none"> Localisation of function in the brain Visual perception Memory Learning 	Data Test (IA1)	65 mins
			Student Experiment (IA2)	up to 2000 words
4	The influence of others 	<ul style="list-style-type: none"> Social psychology Interpersonal processes Attitudes Cross-cultural psychology 	Research Investigation (IA3)	up to 2000 words
			External Assessment (QCAA directed)	Paper 1: 95 mins Paper 2: 95 mins

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SCIENCE IN PRACTICE

PRE-REQUISITE

No pre-requisite applies.





APPLIED SUBJECT

AIM

Senior secondary students are able to ask increasingly sophisticated questions about new ideas and information. Science in Practice supports and focuses the development of these questions by encouraging inquiry and a respect for evidence and reasoning. It develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

This subject commenced a new syllabus in 2024 and is still being tailored to the WHSC context. Below is an approximate guide / outline about how the syllabus will be implemented at Whites Hill State College.

COURSE OUTLINE AND ASSESSMENT

Unit	Unit Name	Topics	Assessment	Length
1	Consumer Science 	<ul style="list-style-type: none"> • Use and disposal of products • Microbes in food • Psychology behind different advertisements used to sell products • Food preservation and spoilage 	Practical Project <i>Food Production</i>	1 Product and 5 min multimodal presentation
			Applied Investigation <i>The Psychology of Sales</i>	1000 words
2	Sustainability 	<ul style="list-style-type: none"> • Renewable and non-renewable resources • Energy efficiency • Sustainability • Human impact 	Practical Project <i>Design a Heat Efficient House</i>	1 Product and 5 min multimodal presentation
			Applied Investigation <i>Sustainability Options in Australia</i>	1000 words
3	Transport 	<ul style="list-style-type: none"> • Types of energy • Energy transfers and transformations • Laws of motion • Propulsion and aerodynamics • Vehicle design • Sustainable transport • Behaviour that effects safety 	Applied Investigation <i>Safety Feature Investigation</i>	800-1000 words
			Practical Project <i>Deploying Emergency Resources</i>	5min multimodal presentation
4	Ecology 	<ul style="list-style-type: none"> • Ecosystem • Water management • Earth systems • Human interactions with the earth and their impact on present and future generations 	Applied Investigation <i>How to minimise Human Impacts</i>	1000 words
			Practical Project <i>Water Quality Testing</i>	4min performance and 5mins multimodal (digital)

AQUATIC PRACTICES

PRE-REQUISITE

No pre-requisite applies.

APPLIED SUBJECT

AIM

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings. Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

This subject commenced a new syllabus in 2024 and is still being tailored to the WHSC context. Below is an approximate guide / outline about how the syllabus will be implemented at Whites Hill State College.

COURSE OUTLINE AND ASSESSMENT

Unit	Unit Name	Topic	Assessment	Length
1	Aquaponics and Aquariums 	<ul style="list-style-type: none"> Maintain an aquarium, aquaculture or aquaponics system Testing and analysing the results of water quality parameters 	Practical Project <i>Aquarium</i>	1 Product and 5 min Multimodal presentation
			Applied Investigation <i>A Thriving Business</i>	1000 words
2	Australian Aquatic Ecosystems 	<ul style="list-style-type: none"> Biotic and abiotic components that create diversity Identifying species, measuring water quality, conducting risk Identifying threats to ecosystems 	Practical Project <i>Ecosystem Testing</i>	Presentation (4mins) Multimodal (5 mins)
			Applied Investigation <i>The Health of Ecosystem Report</i>	1000 words
3	Using the Aquatic Environment 	<ul style="list-style-type: none"> Explore how humans interact with the aquatic environment Snorkelling Safe use and maintenance of specialised equipment Recreational and commercial activities Safe enjoyment of aquatic environment (safety and rules) 	Applied Investigation <i>Fishing – Its Impact</i>	1000 words
			Practical Project <i>Safe Seafood Cooking School</i>	4 min performance and 8 A4 pages
4	Coastlines and Navigation 	<ul style="list-style-type: none"> Properties of waves and types of currents Geological features of earth Coastal and processes of erosion Function of coastal engineering structures Methods of navigation and communication 	Applied Investigation <i>Planning a Voyage</i>	7 min multimodal presentation
			Practical Project <i>Boat Licence (simulated)</i>	4 min performance and multimodal presentation up to 5 mins



DESIGN & TECHNOLOGY

Within this Faculty area, you may study:

- **SIT20316 Certificate II in Hospitality / SIT30616 Certificate III in Hospitality**
- **CPC20220 Certificate II in Construction Pathways**



SIT20322 CERTIFICATE II IN HOSPITALITY/ SIT30622 CERTIFICATE III IN HOSPITALITY

VET
COURSE

DESCRIPTION

Students have the option to enroll into both Certificate II and Certificate III in Hospitality, or complete the Certificate II only, depending on individual requirements. Both courses are great foundations for a career in the hospitality industry. They provide students with operational knowledge and practical work skills to perform a variety of food and beverage activities in a wide scope of hospitality related positions.

An essential requirement of the Certificate II and Certificate III is for students to complete shifts of work experience in the Hospitality Industry over the two-year course of study. This may include part-time, paid, or unpaid work. Work experience allows students to gain knowledge directly with those working in the Industry. It provides opportunities for students to be involved in realistic situations that will allow them to apply the underpinning skills and knowledge they have learnt during the course.

SIT20322 Certificate II in Hospitality	
BSBTWK201	Work effectively with others
SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively (12 Service Periods to be completed)
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices
SITXFSA005	Use hygienic practices for food safety
SITHCCC025	Prepare and present sandwiches
SITHFAB021	Provide responsible service of alcohol
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB025	Prepare and serve espresso coffee
SITHFAB027	Serve food and beverage
Optional enrolment: Additional units to complete SIT30622 Certificate III in Hospitality	
Students complete the Certificate II and III concurrently.	
SITHIND008	Work effectively in hospitality service (36 Service Periods to be completed)
SITXCCS014	Provide service to customers
SITXHRM007	Coach others in job skills
SITHCCC024	Prepare and present simple dishes
SITHKOP009	Clean kitchen premises and equipment

SERVICE PERIODS

SIT20322 Certificate II in Hospitality – Within the unit SITHIND007 Use hospitality skills effectively, students are to complete work experience consisting of **12** service periods at a minimum of three (3) hours each.

SIT30622 Certificate III in Hospitality - Within the unit SITHIND008 Work effectively in hospitality service, students are to complete work experience consisting of **36** service periods (an extra 24 including the 12 from the Certificate II), at a minimum of THREE (3) hours each. It is recommended students have a part-time job in the hospitality industry.

COSTS

SIT20322 Certificate II in Hospitality –

Option 1: This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VET in Schools funded qualifications list. The College will confirm delivery arrangements with the approved Skills Assured Supplier (SAS), before finalising Career Ready VET-funded enrolments for 2026.

Option 2: User Pay payment – parent/carer will be invoiced by the external RTO at the end of Terms 1, 2, 3 and 4 each year, for unit/s of competency achieved by their student. Cost is \$115 per unit / \$1380 in total (12 units).

SIT30622 Certificate III in Hospitality -

Option 1: In addition to using Career Ready funding for Certificate II, students who **also** enrol into Certificate III will be charged \$350 for the cost of the additional 5 (five) units of competency. This is invoiced directly to Whites Hill State College who will invoice parent/carer for the payment. If a student withdraws from the qualification, an itemised invoice will be issued for unit/s of competency achieved at \$70 per unit.

Option 2: The cost for students who only enrol in the Certificate III in Hospitality is \$1725. Parent/carer will be invoiced by the external RTO at the end of Terms 1, 2, 3 and 4 each year. If a student withdraws from the qualification, an itemised invoice will be issued for unit/s of competency achieved at \$115 per unit.

As required by Whites Hill State College, students will need to bring their own ingredients for cooking practicals for the unit *Prepare and present simple dishes*.

CREDIT FOR THE QUEENSLAND CERTIFICATE OF EDUCATION

The Certificate II in Hospitality contains 12 units of competency and satisfactory completion of all 12 units will provide **4** credit points towards the Queensland Certificate of Education. The Certificate III in Hospitality contains 15 units of competency and satisfactory completion of all 15 units will provide **8** QCE points. If students complete both Certificate II and Certificate III the most QCE points awarded is **6**. Credits awarded for partial completion of the Certificate II or III will be based on the percentage of competencies attained (25%, 50%, and 75%). Students will receive a Statement of Attainment for partial completion of the qualification or a Certificate if all units are satisfactorily completed.

ASSESSMENT

A range of assessment strategies will be used to determine competency of a student in each of the listed units. These include:

- Practical observation in a simulated work environment
- Learning Management System (LMS) responses
- Service Period Logbook record

Students will be required to participate in practical functions to complete assessment tasks outside scheduled classroom hours.

RELEVANCE TO EMPLOYMENT AND FURTHER STUDY

The *Certificate III in Hospitality* may be used for tertiary selection in two ways:

- as one of the five inputs into a student's ATAR (four General subjects, plus one VET qualification at Certificate III or above).; and/or
- as a stand-alone basis for tertiary admission

Both qualifications provide pathways to work in organisations such as restaurants, hotels, motels, clubs, pubs, and coffee shops.



Correct at time of publication (June 2025) but subject to change.

CPC20220 CERTIFICATE II IN CONSTRUCTION PATHWAYS

Registered training organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3166 3960



**VET
COURSE**

QCE Credits: 4 Core Credits

Description

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

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

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

Application

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

Eligibility - Cost

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

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

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

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

Training and Assessment Delivery

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

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

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

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year. Blue Dog Training are responsible for all training and assessment.

Core

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

Elective

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

Notes:

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

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



Correct at time of publication (June 2025) but subject to change.



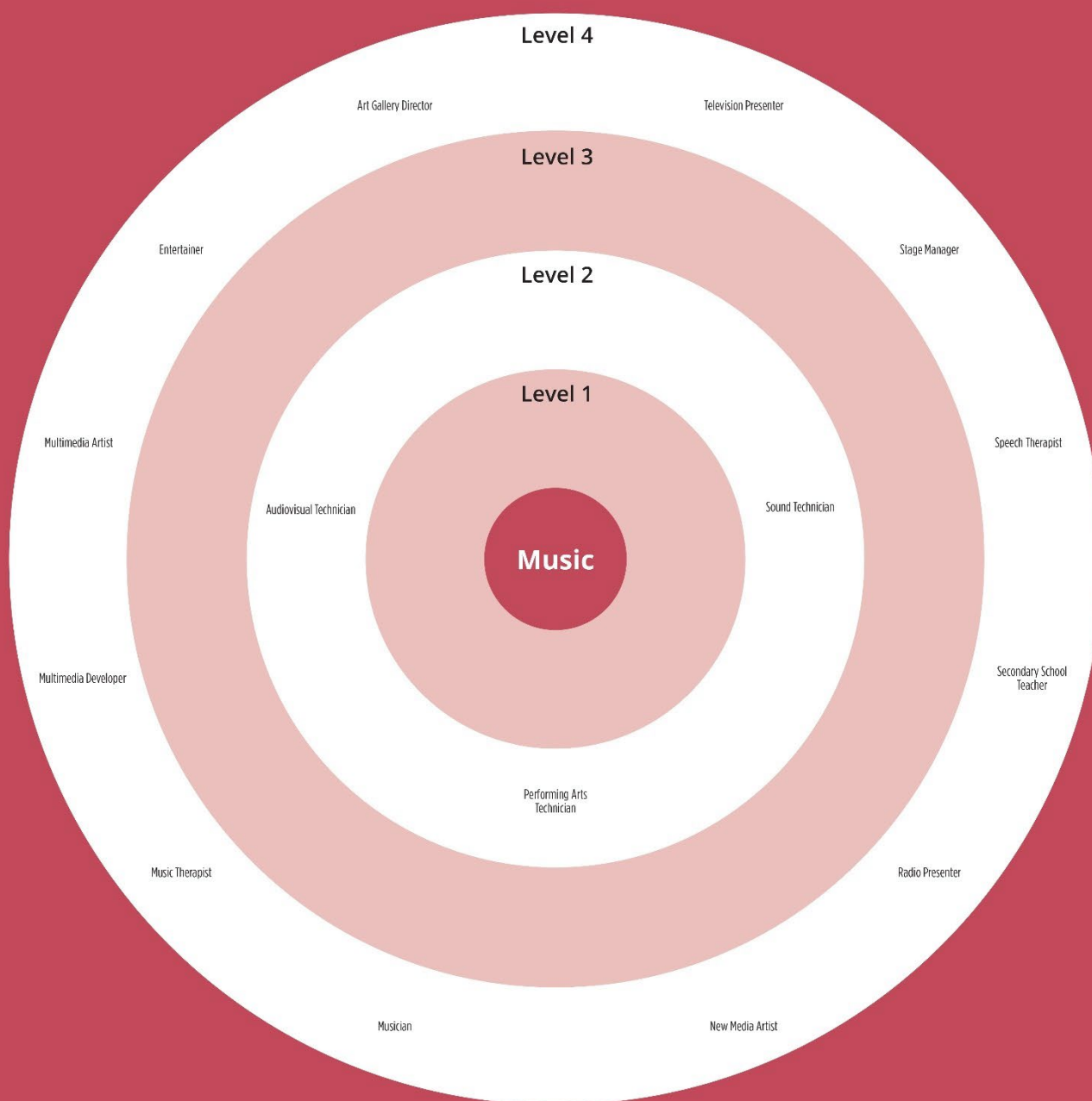
THE ARTS

Within this Faculty area, you may study:

- **Music in Practice**
- **Media Arts in Practice**
- **Visual Art in Practice**



Do you enjoy or are you good at **Music**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Music**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
www.myfuture.edu.au

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MUSIC IN PRACTICE

PRE-REQUISITE

C in Year 10 Media preferred or approval from Head of Department.

APPLIED SUBJECT

AIM




Senior Music encourages students to follow their passion for music while developing their creativity through performing, composing and musicology. Senior Music is a course recommended for any student who has successfully completed the Junior Music course or plays a musical instrument, studies voice or composes music.

Students will develop a broad and integrated understanding of music. They will learn about music and apply this knowledge when performing, composing, analyzing and hosting a live music event.

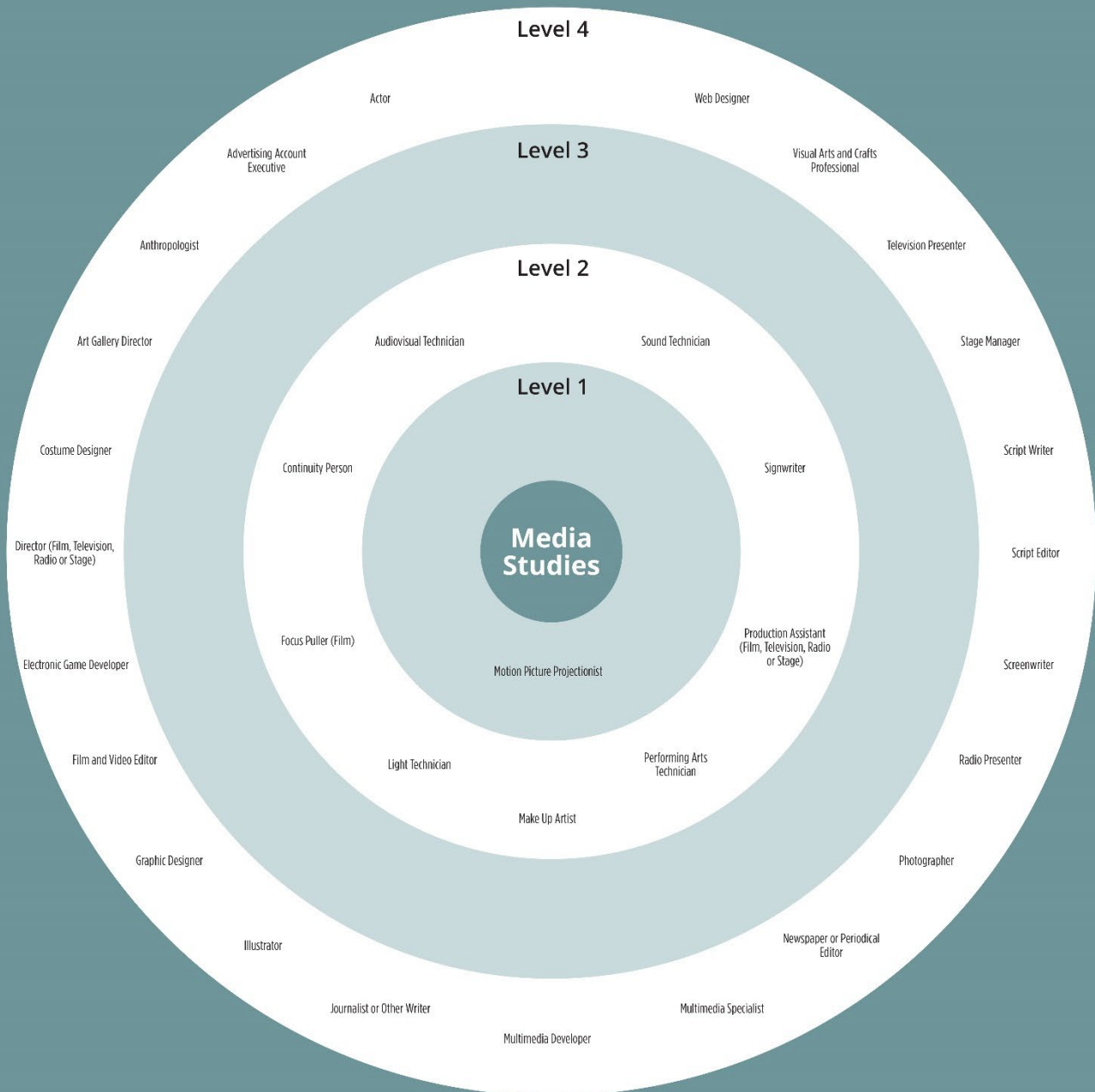
Students are provided with the opportunity to form bands and rehearse during the lunch breaks and are encouraged to join College instrumental ensembles.

This subject is commencing a new syllabus. Below is an approximate guide / outline about how the syllabus will be implemented at Whites Hill State College.

COURSE OUTLINE AND ASSESSMENT

Unit	Unit Name	Topics	Assessment	Length
1	Building Your Brand 	In this unit, students explore facets of the music industry and develop an understanding of current and emerging music genres and styles to inform the development of their artistic brand as a musician. They analyse music artists' brands across a range of eras and the approaches used to build brands.	Performance and performance journal	2 min. minimum 400 words
			Composition	2-4 minutes, creative journal
2	'Live' On Stage 	In this unit, students explore commercial music for the purpose of understanding the role music plays in the entertainment and media industries of the 21st century. They make, perform, analyse and interpret commercial music and further develop the musical skills that are integral to performance and composition.	Performance and performance journal	2 min. minimum 400 words
			Composition	2-4 minutes, creative journal
3	Music of Today 	In this unit, students make and respond to contemporary music as they become aware of the musical skills that are integral to performance and composition, including various song writing styles and techniques.	Performance and performance journal	3 min. minimum 400 words
			Composition	2-4 min. minimum Creative Journal
4	The Cutting Edge	In this unit, students develop their understanding of relevant and appropriate music technology. Students encounter music elements	Composition	2-4 min. minimum Creative Journal

Do you enjoy or are you good at **Media Studies**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Media Studies**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
www.myfuture.edu.au

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MEDIA ARTS IN PRACTICE

PRE-REQUISITE

C in Year 10 Media preferred or approval from Head of Department.

APPLIED SUBJECT

AIM





Senior Media Arts encourages students to follow their passion for Media while developing their creativity through designing media works, producing media and editing media in digital post production. Senior Media Arts is a course recommended for any student who has successfully completed the Junior Media course or has a folio of media projects.

Students will develop a real-world focus while learning the key concepts of design, production and editing. They will study the effect of media on society and how it may be used to persuade a target audience. Assessment is client focused and students will build a working portfolio that may be used for further studies or employment.

Students are provided with the equipment and opportunity to undertake media roles within the College community documenting College events and creating promotional content.

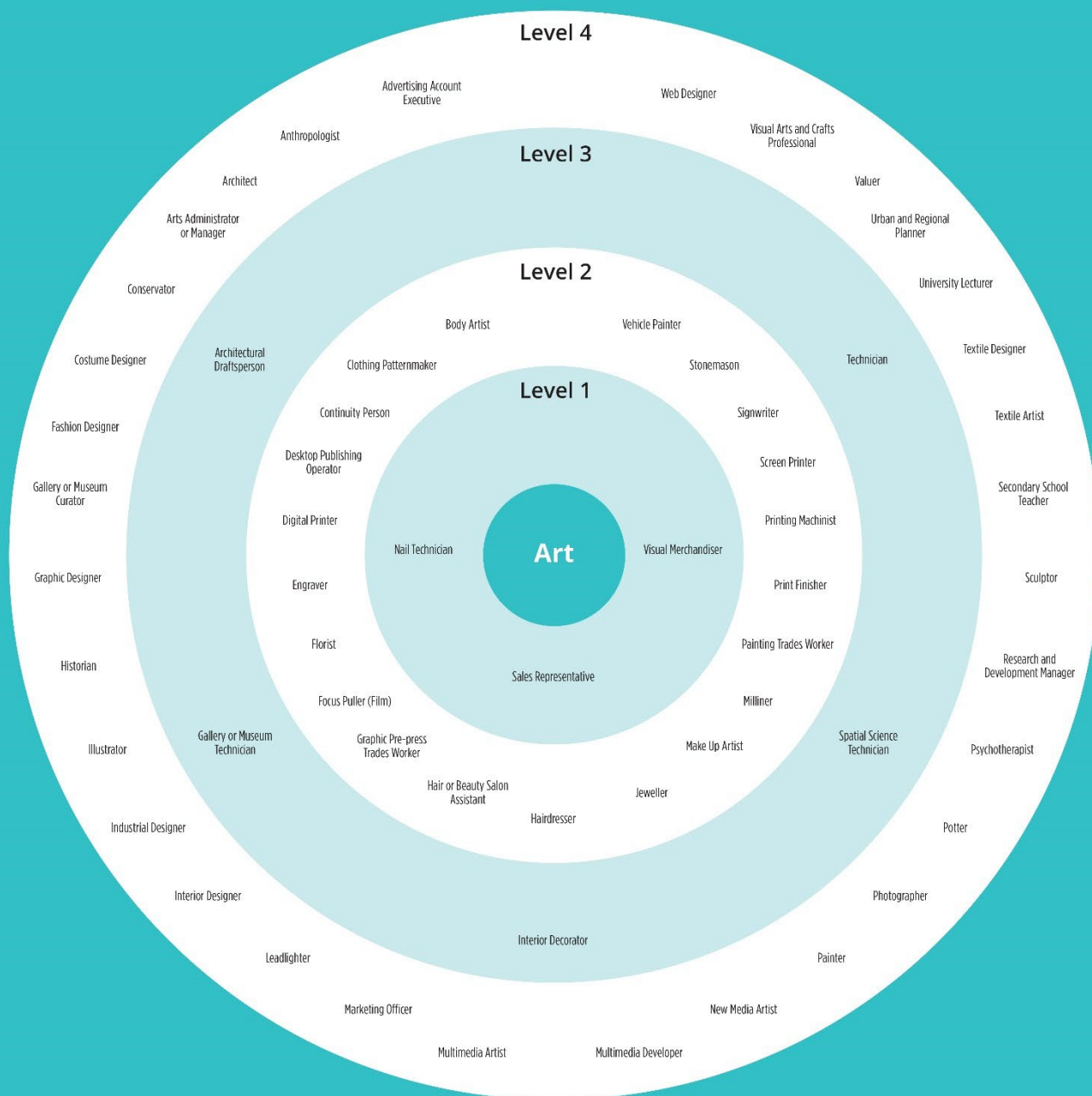
This subject is commencing a new syllabus in 2024. Below is an approximate guide / outline about how the syllabus will be implemented at Whites Hill State College.

COURSE OUTLINE AND ASSESSMENT

Unit	Unit Name	Topics	Assessment	Length
1	Promotional Design 	This module focuses on development of skills to produce a design folio consisting of advertising material that is designed to promote an event within the WHSC community. Students explore techniques and trends in brand identity that can be used as marketing material for running an event including digital marketing and posters.	Multimodal digital journal	600 words
			Design portfolio and logo	3 products
			Portfolio of promotional product	3 products
2	Animating Social Issues 	This module focuses on investigating media techniques and associated technologies for creating a stop-motion animated film. Students will explore, plan, create and evaluate a short stop-motion animated film. The theme of the animated film will be a social issue relevant to youth.	Storyboard	16 shots
			Pitch presentation	3.5 mins
			Stop motion animation	30 sec
3	Documenting the Lives of Others 	This module is designed to investigate and analyse documentary styles. Students will use digital technologies while exploring, creating, and reflecting on an important aspect of the life or identity of a person of interest in the community.	Multimodal presentation	3 – 6 mins
			Poster	A3 Digital
4	Careers in Media 	This module focuses on developing skills for a future career pathway in the Media Arts industry. Students engage in a problem-solving approach using media technologies and Media art making processes to create products relevant to a career in the Media Arts.	Presentation webpage design	6.0 mins
			Showreel	
			Business card	Digital

*Formative assessment is typically conducted in Year 11 and does not contribute to a student's ATAR; Summative assessment is conducted in Year 12 and contributes to the student's ATAR.

Do you enjoy or are you good at **Art**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Art**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
www.myfuture.edu.au

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VISUAL ART IN PRACTICE

PRE-REQUISITE

C in Year 10 Visual Art preferred or approval from Head of Department.





APPLIED SUBJECT

AIM

Senior Visual Art encourages students to follow their passion for Art while developing their creativity through designing artworks, creating art and appraising artworks. Senior Visual Art is a course recommended for any student who has successfully completed the Junior Art course or has a folio or journal of visual artworks. Students will develop a practical and collaborative focus while preparing artworks for exhibition. They will study the purpose of Art in defining cultural identity and communicating meaning. While exploring creativity students will also develop an understanding of Art in mass production and design. Students are provided with the opportunity to work in the Visual Arts studios and create public artworks for the college community.

This subject is commencing a new syllabus in 2024. Below is an approximate guide / outline about how the syllabus will be implemented at Whites Hill State College.

COURSE OUTLINE AND ASSESSMENT

Unit	Unit Name	Topics	Assessment	Length
1	Looking outwards (Others) – Board culture 	This module focuses on the concept of Protest Art. Students will design a collection of skateboards in order to communicate the importance of chosen social issue	Folio of drawing and experiments	4 works min.
			A collection of artworks	4 works min.
			Didactic panel	300 words min
2	Clients – Mural 	This module appraises the work of mural artists to create artworks that fit a client brief. Students will then be working on a community mural with the school as the client.	Journal/ Multimodal presentation	8 pages min/ 2.0 - 4.0 mins
			Community mural	variable
3	Transform & extend – Fantasy Fashion 	This module focuses on artists who works with unconventional materials, namely assemblage artist and wearable artist. Student will create a wearable art piece(s) in the theme of fantasy	Experimental folio Presentation	Variable
			Wearable fantasy artwork	variable
4	Looking inwards (Self) – senses of belonging 	This module explores the concept of identity and belonging to WHSC through the five different senses. Students experiment with different landscape art style and documenting the local area, icons and events in a collection of landscape painting.	Folio of drawing and experiments	4 works min.
			A collection of artworks	4 works min.
			Didactic panel	300 words min

*Formative assessment is typically conducted in Year 11 and does not contribute to a student's ATAR; Summative assessment is conducted in Year 12 and contributes to the student's ATAR.



WHITES HILL STATE COLLEGE

Imagine **Believe** Achieve