

TOOWOOMBA
STATE HIGH SCHOOL



SENIOR SUBJECT SELECTION HANDBOOK

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Senior Schooling at Toowoomba SHS

Toowoomba State High School prides itself on creating meaningful senior pathways for all students.

Students in year 11 and 12 working towards a QCE pathway will typically study the following:

- English (Essential, General or Literature) 3 lessons a week
- Mathematics (Essential, General or Methods) 3 lessons a week
- 4 Elective Subjects (General, Applied or Vocational Courses) 3 lessons per subject a week
- 1 Wellbeing lessons a week
- 1 Senior Pathways Program lessons a week
- During year 11 and 12 students also have the opportunity to undertake school-based apprenticeships or traineeships.

Students in year 11 and 12 working towards a **QCIA Pathway** will have opportunities to engage in workplace experience and a tailored program to support an individual's goals and needs.

Senior Education Profile

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

- Senior Statement
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA). For more information about the SEP see www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep.

Senior Statement

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

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

Queensland Certificate of Education (QCE)

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 learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

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

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.

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at www.qcaa.qld.edu.au/senior/subjects-from-2024 and, for Senior External Examinations, www.qcaa.qld.edu.au/senior/see



QCAA

Applied and Applied (Essential) syllabuses

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

General syllabuses

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

General (Extension) syllabuses

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

Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject.

Short Course syllabuses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment.

Vocational education and training (VET)

Students can access VET at Toowoomba SHS by the follow options:

- Enrolling in one of the many Vocational Education Courses on offer within the timetable. These include: Cert II in Hospitality, Cert III Fitness, Cert II Engineering, Cert III Aviation, Cert II Workplace Skills, Cert II Construction Pathways (completed within the timetable across 2 years)
- Enrolling in a school base TAFE course (typically undertaken 1 day a week for a year)
- Enrolling in one of the many Senior Pathways Program certificate offerings during a period 4 Wednesday.
- TSHS offers opportunities for students to undertake school-based apprenticeships or traineeships.
- Students interested in enrolling in TAFE or undertaking school-based apprenticeships or traineeships can speak with our Industry Placement Officer for more information.

QCE eligibility

To receive a QCE, students must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Contributing courses of study include QCAA-developed subjects or courses, vocational education and training (VET) qualifications and other recognised courses. Typically, students will study six subjects/courses across years 11 and 12. Many students choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.

Students can find more information about QCE eligibility requirements, example pathways and how to plan their QCE on the myQCE website at <https://myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway>.

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

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

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

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

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General Mathematics

General Senior Subject

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

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

Pathways

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

Structure

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

Summative assessments

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

Pre-requisites

C in Introduction to General Methods in Year 10



Mathematical Methods

General Senior Subject

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



Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences, mathematics and science education, medical and health sciences, engineering, computer science, psychology and business.

Structure

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

Summative assessments

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

Pre-requisites

C in Introduction to Mathematical Methods in Year 10

Additional Requirements

Ti-Nspire Graphics Calculator – available for loan from the school (\$40/year)

Specialist Mathematics

General Senior Subject

Students who undertake Specialist Mathematics will develop confidence in their mathematical knowledge and ability and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power. Topics within Specialist Mathematics are developed systematically with increasing levels of sophistication and complexity for creating models of the physical world, analysing phenomena and explaining abstract or complex relationships that occur in scientific and technological endeavours.



Pathways

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.

Structure

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

Summative assessments

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

Pre-requisites

Students must also study the subject Mathematical Methods

Essential Mathematics

Applied Senior Subject

Students will develop skills that go beyond the traditional ideas of numeracy. A greater emphasis on estimation, problem-solving and reasoning, will develop students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles and develop leadership skills through self-direction and productive engagement in their learning.

They will show curiosity and imagination and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

Pathways

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

Structure

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

Summative assessments

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



English

General Senior Subject

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

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



Pathways

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

Structure

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

Summative assessments

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

Literature

General Senior Subject

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



Pathways

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

Structure

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

Summative assessments

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

English & Literature Extension

General Senior Subject

English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses and should be read in conjunction with those syllabuses. To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature. The English & Literature Extension course offers more challenge than other English courses and builds on the literature study students have already undertaken.



Pathways

A course of study in English & Literature Extension can establish a basis for further education and employment in a range of fields, and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

Structure

Unit 3	Unit 4
Ways of reading <ul style="list-style-type: none">· Readings and defences· Defence of a complex transformation	Exploration and evaluation <ul style="list-style-type: none">· Extended academic research paper· Theorised exploration of texts
Texts Studied: Students study a range of texts in class and choose their own texts for assessment.	

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): · Reading and defence	20%	Summative internal assessment 3 (IA3): · Academic research paper	35%
Summative internal assessment 2 (IA2): · Defence of a complex transformation	20%		
External assessment			
Summative external assessment (EA): 25% · Examination — extended response			

Essential English

Applied Senior Subject

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



Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none">· Responding to texts· Creating texts	Texts and human experiences <ul style="list-style-type: none">· Responding to texts· Creating texts	Language that influences <ul style="list-style-type: none">· Creating and shaping perspectives on community, local and global issues in texts· Responding to texts that seek to influence audiences	Representations and popular culture texts <ul style="list-style-type: none">· Responding to popular culture texts· Creating representations of Australian identities, places, events and concepts

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">· Spoken response	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">· Multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">· Common internal assessment (CIA)	Summative internal assessment (IA4): <ul style="list-style-type: none">· Written response

Dance

General Senior Subject

Dance uses the body as an instrument for expression and communication of ideas. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. It is a means by which cultural heritage is preserved and translated through time.

Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement.



Pathways

A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies <ul style="list-style-type: none">Students explore different purposes and contexts for dance, and how diverse dance genres and styles communicate meaning.	Moving through environments <ul style="list-style-type: none">Students investigate how the integration of the environment that a dance is created for and presented in shapes how meaning is communicated.	Moving statements <ul style="list-style-type: none">Students will investigate how choreographers use dance to communicate a viewpoint, in a social, political or cultural context, to an audience.	Moving my way <ul style="list-style-type: none">Students explore how dance communicates meaning for them. They investigate how a choreographer's movement style and dances reflect their personal contexts, influences and perspectives

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">Performance	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Project	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Choreography	20%		

External assessment

Summative external assessment (EA): 25%

- Examination – extended response

Pre-Requisites

C or above in Year 10 Dance

Dance in Practice

Applied Senior Subject

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



Students explore and apply dance practices safely to communicate dance ideas for particular purposes and contexts, including audiences. They gain an understanding of terminology specific to dance; interpret and express ideas and intention in their own dance and the dance of others; identify problems and investigate ways to solve them; and evaluate choices made to communicate through dance and about dance.

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Industry - Musical theatre · Students develop industry skills by exploring a variety of dance styles and genres relevant to different sectors of the dance industry.	Technology - Student choice · Students have the opportunity to explore, individually and in groups, relevant dance genres and styles using technology.	Health - Contemporary · Dance for health may focus on various contexts, including the use of dance for fitness, physical health, mental health and socialising.	Celebration - Student choice · Students explore dance used for celebration through choreographing, performing and responding experiences.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): · Performance project	Summative internal assessment 3 (IA3): · Choreography project
Summative internal assessment 2 (IA2): · Choreography	Summative internal assessment (IA4): · Performance

Drama

General Senior Subject

Creative and expressive communication is central to the arts. Students learn to pose and solve problems, work independently and in collaboration, and create and convey meaning from various viewpoints. New skills are learnt and knowledge is created through the investigation and experience of valued traditions and practices across various art forms.



Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries, cultural institutions, administration and management, law, communications, education, public relations, research, science and technology. The understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share <ul style="list-style-type: none">· Students explore the importance of drama as a means to tell stories and share understandings of the human experience in a range of cultures.	Reflect <ul style="list-style-type: none">· Students explore the power of drama to reflect lived experience. The unit introduces students to the dominant paradigm of drama that embraces notions of truth and authenticity in performance.	Challenge <ul style="list-style-type: none">· Students explore how drama can be used to challenge our understanding of humanity over time. Students investigate dramatic styles that are united by social commentary, and that question their world and advocate change.	Transform <ul style="list-style-type: none">· Students explore inherited theatrical traditions and key dramatic works of the past as a springboard for developing their own artistic statement.

Summative assessments

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

Pre-Requisites

C or above in Year 10 English

Drama in Practice

Applied Senior Subject

Drama exists wherever people present their experiences, ideas and feelings through re-enacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in.

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists.

Pathways

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Collaboration <ul style="list-style-type: none">Students plan, make and evaluate a director's brief for an excerpt of a published script for a contemporary performance.	Community <ul style="list-style-type: none">Students act in a scene for a contemporary performance from Assessment C1.	Contemporary <ul style="list-style-type: none">Students plan, devise and evaluate a scene that comments on a selected social issue that affects the community.	Commentary <ul style="list-style-type: none">Students perform a student-devised and teacher-directed collage drama from Assessment D1.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">Directorial project – Contemporary	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Devising project – Commentary
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Performance – Contemporary	Summative internal assessment (IA4): <ul style="list-style-type: none">Performance – Commentary



Film, Television & New Media

General Senior Subject

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices.



Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and will investigate and respond to moving-image media content and production contexts.

Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of film, television and media, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communications, design, marketing, education, film and television, public relations, research, science and technology.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation <ul style="list-style-type: none">Students develop their understanding of the foundational concepts and processes used in Film, Television & New Media by learning to use available technologies to select, construct, manipulate and structure moving-image media.	Stories <ul style="list-style-type: none">Students investigate the ways in which story takes different forms in different contexts across moving-image media platforms.	Participation <ul style="list-style-type: none">Students explore how audiences participate with moving-image media across multiple platforms.	Artistry <ul style="list-style-type: none">Students will use moving-image media technologies, representations and languages to express, explore and question their artistic identity.

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): · Case study investigation	15%	Summative internal assessment 3 (IA3): · Stylistic production	35%
Summative internal assessment 2 (IA2): · Multi-platform content project	25%		
External assessment			
Summative external assessment (EA): 25% · Examination — extended response			

Pre-Requisites

C or above in Year 10 English

Media Arts in Practice

Applied Senior Subject

Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices.



Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Personal viewpoints Students explore the relationship between media arts and the development of their own and others' social values, attitudes and beliefs.	Representations students explore the concept of representation in media artworks. They respond to the ways that media artworks can alter, question or add to representations of reality, using media language to make representations for social media or gaming platforms.	Community students explore the concept of community and the ways media arts can celebrate, advocate for and/or inform audiences	Persuasion students explore the concept of persuasion in media artworks. They identify marketing styles or trends in the media industry and use persuasive media language to pitch a media artwork.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): · Project – Community	Summative internal assessment 3 (IA3): · Project – Persuasion
Summative internal assessment 2 (IA2): · Media artwork – Community	Summative internal assessment (IA4): · Media artwork – Persuasion

Music

General Senior Subject

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles. The study of Music combines the development of cognitive, psychomotor and affective domains through making and responding to music.

The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of Music

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs <ul style="list-style-type: none">· Students make and respond to music as they explore music elements and concepts to gain greater familiarity with the way music is designed.	Identities <ul style="list-style-type: none">· Students make and respond to music that expresses cultural, political and social identities in both local and global contexts.	Innovations <ul style="list-style-type: none">· Students make and respond to music that demonstrates innovative use of music elements and concepts, and learn about how these ideas are used to communicate new meanings.	Narratives <ul style="list-style-type: none">· Students focus on their emerging voice and style through making and responding to music.

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): · Performance	20%	Summative internal assessment 3 (IA3): · Integrated project	35%
Summative internal assessment 2 (IA2): · Composition	20%		
External assessment			
Summative external assessment (EA): 25% · Examination			



Music Extension

General Senior Subject

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance.



In the **Composition Specialisation** (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

In the **Performance Specialisation** (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and realise music ideas in their performances.

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.

Structure

Unit 3				Unit 4			
Explore <ul style="list-style-type: none">· Key idea 1: Initiate best practice· Key idea 2: Consolidate best practice				Emerge <ul style="list-style-type: none">· Key idea 3: Independent best practice			
Summative assessments - Composition specialisation				Summative assessments - Performance specialisation			
Unit 3		Unit 4		Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">· Composition 1	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">· Composition project	35%	Summative internal assessment 1 (IA1): <ul style="list-style-type: none">· Performance 1	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">· Performance project	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">· Composition 2	20%			Summative internal assessment 2 (IA2): <ul style="list-style-type: none">· Performance 2	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none">· Examination – extended response				Summative external assessment (EA): 25% <ul style="list-style-type: none">· Examination – extended response			

Pre-Requisites

Must be enrolled in General Music

Music in Practice

Applied Senior Subject

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

Pathways

A course of study in Music in Practice can establish a basis for further education and employment across a range of fields such as creative industries, education, venue and event management, advertising, communications, humanities, health, sciences and technology.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Music of today <ul style="list-style-type: none">· Students make and respond to contemporary music as they become aware of the musical skills that are integral to performance and composition, including various songwriting styles and techniques.	The cutting edge <ul style="list-style-type: none">· Students develop their understanding of relevant and appropriate music technology.	Building your brand <ul style="list-style-type: none">· 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.	‘Live’ on stage! <ul style="list-style-type: none">· Students explore commercial music for the purpose of understanding the role music plays in the entertainment and media industries of the 21st century.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">· Project — Building your brand	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">· Project — ‘Live’ on stage
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">· Composition — Building your brand	Summative internal assessment (IA4): <ul style="list-style-type: none">· Performance — ‘Live’ on stage



Visual Art

General Senior Subject

Creative and expressive communication is central to the arts. Students learn to pose and solve problems, work independently and in collaboration, and create and convey meaning from various viewpoints. New skills are learnt and knowledge is created through the investigation and experience of valued traditions and practices across various art forms.



Pathways

A course of study in Visual Art can establish a basis for further education and general employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as Lens <ul style="list-style-type: none">• Students look at their material world through the concept of 'art as lens', applying different lenses or viewpoints.	Art as Code <ul style="list-style-type: none">• Students explore the concept of 'art as code' to learn how visual language is capable of expressing complex ideas.	Art as Knowledge <ul style="list-style-type: none">• Students frame a self-directed inquiry question in response to a teacher-facilitated direct stimulus or first-hand experience.	Art as Alternate <ul style="list-style-type: none">• Students continue and build on their focus, knowledge and art practice from Unit 3.

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): · Investigation — inquiry phase 1	20%	Summative internal assessment 3 (IA3): · Project — inquiry phase 3	30%
Summative internal assessment 2 (IA2): · Project — inquiry phase 2	25%		
External assessment			
Summative external assessment (EA): 25% · Examination — extended response			

Pre-Requisites

C or above in Year 10 English

Visual Art in Practice

Applied Senior Subject

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



Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Looking inwards (self) <ul style="list-style-type: none">Students work individually to experiment with and explore representations of self and to plan an artwork	Looking outwards (others) <ul style="list-style-type: none">In the role of artists or artisans, students explore issues and concerns within times, places and spaces, and the impact these have on themselves and others in the community	Clients <ul style="list-style-type: none">Students work collaboratively with a client to develop criteria and designs for artworks that meet clients' needs and expectations	Transform & extend <ul style="list-style-type: none">Students respond to an artist or artisan's ways of working by collating and analysing artworks of a chosen practitioner

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">Project	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Project
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Resolved artwork	Summative internal assessment (IA4): <ul style="list-style-type: none">Resolved artwork

Early Childhood

Applied Senior Subject

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



Pathways

This course can lead to Certificate III Children's Services through a regional VET program, Early Childhood Education, Primary Education, Paediatric Nursing and Midwifery.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Children's development <ul style="list-style-type: none">· Students explore the fundamentals of early childhood and the practices of early childhood learning in the context of children's development	Literacy and numeracy <ul style="list-style-type: none">· Students explore the fundamentals of early childhood and the practices of early childhood learning through the context of literacy and numeracy	Children's wellbeing <ul style="list-style-type: none">· Students explore the fundamentals of early childhood and the practices of early childhood learning in the context of children's wellbeing	Play and creativity <ul style="list-style-type: none">· Students explore the fundamentals of early childhood and the practices of early childhood learning through the context of play and creativity

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">· Investigation Social and Emotional- Transition play-based activity	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">· Investigation Creativity- Observation of play-based activity
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">· Project Physical (Nutrition)- play-based food activity	Summative internal assessment (IA4): <ul style="list-style-type: none">· Project Play- Sensory play-based activity

Hospitality Practices

Applied Senior Subject

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise.

Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.



Pathways

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Bar and barista basics <ul style="list-style-type: none">Students explore the hospitality industry through the context of bar and barista basics, including beverage and food production and service.	Casual dining <ul style="list-style-type: none">Students explore the hospitality industry through the context of casual dining. They interpret briefs using practices, skills and processes to an industry standard.	Culinary trends <ul style="list-style-type: none">Students explore the hospitality industry through the context of culinary trends. They interpret briefs using practices, skills and processes to an industry standard.	Formal Dining <ul style="list-style-type: none">Students explore the hospitality industry through the context of formal dining, including beverage and food production and service.

Summative assessments

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

CERTIFICATE II HOSPITALITY

Vocational Education & Training

SIT20322 Certificate II in Hospitality is a nationally recognised qualification and provides participants with foundational knowledge and skills to commence a career within the hospitality industry. Participants will learn about a variety of topics from working with others, working safely and hygienically, interacting with customers and preparing and serving beverages and selected dishes.



This introductory level qualification offers preparedness for a career for further study in hospitality or tourism sectors for positions in various settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Delivery and Assessment

The Certificate II in Hospitality comprises of 12 units (6 core and 6 selective) delivered over two years in Year 11 and 12 as part of the school timetable.

Core units include:

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

The qualification will be delivered through a mixture of classroom delivery (theory) and industry delivery (practical) by qualified TSHS teaching staff in partnership with Smartskill (RTO 5710). All training and assessment align with current industry standards. Certification will be issued by Smartskill upon successful completion of the course.

There are no pre-requisites to undertake this qualification, however students must commit to regular attendance and practical participation in this course.

Eligibility & Cost

Funding may be available under the VETiS program.

VETiS funded students	\$0
Fee for service	\$695
Admin fee	\$540 (covered by school)

Eligibility confirmed by TSHS. LLN assessment required before enrolment.

Biology

General Senior Subject

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



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

Pathways

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

Structure

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">· Data Exam	10%	Summative internal assessment 1 (IA3): <ul style="list-style-type: none">· Research Investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">· Student Experiment	20%		
External assessment			
Summative external assessment (EA): 50% <ul style="list-style-type: none">· Examination – combination response			

Pre-requisites

Completion of Life Sciences preferred

Additional requirements

Purchase of workbook

Chemistry

General Senior Subject

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions.

In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.



Pathways

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

Structure

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">· Data Exam	10%	Summative internal assessment 1 (IA3): <ul style="list-style-type: none">· Research Investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">· Student Experiment	20%		
External assessment			
Summative external assessment (EA): 50% <ul style="list-style-type: none">· Examination – combination response			

Pre-requisites

Completion of Analytical Sciences preferred

Additional requirements

Purchase of workbook

Psychology

General Senior Subject

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students 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.

In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.



Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Structure

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">· Data Exam	10%	Summative internal assessment 1 (IA3): <ul style="list-style-type: none">· Research Investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">· Student Experiment	20%		

External assessment

Summative external assessment (EA): 50%

- Examination — combination response

Pre-requisites

Completion of Life Sciences preferred

Additional requirements

Purchase of workbook

Physics

General Senior Subject

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the concepts and theories that predict and describe the motion of objects. In Unit 2, students study physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena. In Unit 3, students explore how scientists explain some phenomena using an understanding of energy transfer.

In Unit 4, students study electromagnetism and the theories describing the quantum nature of electromagnetism. Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.



Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics <ul style="list-style-type: none">· Students explore the ways Physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies	Linear motion and waves <ul style="list-style-type: none">· Students develop an appreciation of how an understanding of motion and waves can be used to describe, explain and predict a wide range of phenomena.	Gravity and electromagnetism <ul style="list-style-type: none">· Students develop a deeper understanding of motion and its causes by using Newton's laws of motion and the gravitational field model to analyse motion on inclined planes, and the motion of projectiles and satellites.	Revolutions in modern physics <ul style="list-style-type: none">· Students examine observations of relative motion, light and matter that could not be explained by classical physics theories, and investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter.

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">· Data Exam	10%	Summative internal assessment 1 (IA3): <ul style="list-style-type: none">· Research Investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">· Student Experiment	20%		

External assessment

Summative external assessment (EA): 50%

- Examination – combination response

Pre-requisites

Completion of Analytical Sciences preferred

Additional requirements

Purchase of workbook

Health

General Senior Subject

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Pathways

Students interested in careers in nursing, psychology, youth and social work will find this course beneficial as it targets personal, ethnic, community and national health concerns.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource <ul style="list-style-type: none">Students are introduced to and explore the broad notion of health, focusing on resilience as a personal health resource	Peers and family as resources for healthy living <ul style="list-style-type: none">Students develop their skills to plan, implement and evaluate an action strategy to advocate, mediate and enable change in relation to alcohol use or body image in a peer and family health context.	Community as a resource for healthy living <ul style="list-style-type: none">Students develop their skills to plan, implement, evaluate and reflect on an action strategy to advocate, mediate and/or enable change in relation to homelessness	Respectful relationships in the post-schooling transition <ul style="list-style-type: none">Students investigate the role of respectful relationships as a general resistance resource in the post-schooling transition from a life course perspective using an inquiry approach.

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): · Action research	25%	Summative internal assessment 3 (IA3): · Investigation	25%
Summative internal assessment 2 (IA2): · Examination — extended response	25%		
External assessment			
Summative external assessment (EA): 25% · Examination — extended response			

Pre-requisites

C or above in Year 10 'Intro to Health'

C or above in Year 10 English

Additional Requirements

Students will need to undertake a large amount of individual research and writing.

Students must be strong in both these areas.

Students will need access to a Device (Laptop or similar) to work at school and at home



Physical Education

General Senior Subject

Students will engage in a range of physical activities to develop movement sequences and movement strategies. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of the dimensions.

In becoming physically educated, students learn to see how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity.

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning · Tennis	Sports psychology · Volleyball	Tactical awareness, ethics and integrity · Badminton & Netball	Energy, fitness and training · Athletics Track & Basketball

*Sport Focus may change due to class size, resource availability etc.

Summative assessments

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

Pre-Requisites

C or above in Year 10 'Intro to Physical Education'

C or above in Year 10 English

Additional Requirements

Students have to enjoy physical activity and be prepared to participate in practical lessons across a range of sport and physical activity contexts.

Students will need access to a device (laptop or similar) to work at school and at home.



Sport & Recreation

Applied Senior Subject

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. The skills developed in Sport & Recreation will be oriented toward work, personal fitness, general health and wellbeing.



Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Pathways

Students interested in a career in the Sport and Fitness industry would be suited to this subject.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Coaching and officiating <ul style="list-style-type: none">· Volleyball	Event management/tournaments <ul style="list-style-type: none">· School and Community Carnivals· Class and Lunchtime Tournaments	Aquatic recreation <ul style="list-style-type: none">· Lifesaving Scenarios, Swimming Carnival Training	Emerging trends in sport fitness recreation industry <ul style="list-style-type: none">· Flag Football· Pickleball· Ultimate Disc Golf

Summative assessments

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

Pre-Requisites

C or above in Year 10 HPE

Additional Requirements

Students have to enjoy physical activity and be prepared to participate in practical lessons across a range of sport and physical activity contexts.

Students will need access to a device (laptop or similar) to work at school and at home.

Certificate III in Fitness

Vocational Education & Training

Binnacle's 'Certificate III in Fitness' Fitness in Schools program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community.

Pre-Requisites

C or above in Year 10 Intro to Fitness

C or above in Year 10 HPE

Course Outline

Students will be competent in a range of essential skills — such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients. Students will attain the following accreditation and units of competency:

- Certificate III in Fitness (SIS30321)
- First Aid qualification and CPR certificate
- Direct pathway into Certificate IV in Fitness with FIT College (RTO: 31903)
- Maximum 8 QCE Credits

Assessment

Students will be engaged in a number of online based modules, group and individual written work and group and individual practical assessment.

Additional requirements / Cost

Binnacle Training Fee	\$365.00
First Aid Certificate costs	\$55.00
Resource Fee	\$50.00
Total	\$470

Students will be required to participate in moderate to high intensity fitness sessions including cardio, muscular strength (weight training) and muscular endurance training.

Students will be required to bring sports uniform, towel and water bottle to every session.

Pathways

Students considering a career as a personal trainer or working in the sport and fitness Industry would benefit from this course.



Ancient History

General Senior Subject

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



Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World <ul style="list-style-type: none">Students investigate how historians construct understandings of the Ancient World. Students examine evidence from historical sources (including archaeological evidence) from the ancient past and how they have been interpreted over time.	Personalities in their times <ul style="list-style-type: none">Students investigate key personalities of the Ancient World in the context of their times. Students examine the social, political and economic institutions in which the personality is positioned and focus on an analysis and evaluation of the differing ways in which they have been interpreted and represented from ancient to modern times.	Reconstructing the Ancient World <ul style="list-style-type: none">Students investigate significant historical periods through an analysis of relevant archaeological and written sources.	People, power and authority <ul style="list-style-type: none">Students investigate an ancient society in an important historical period, with a particular emphasis on the nature and exercise of power and authority in that society, and how it was challenged in times of conflict. Students also study an individual who had a significant impact on that society.

NB This subject runs as Alternate Sequence

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): · Examination	25%	Summative internal assessment 3 (IA3): · Investigation	25%
Summative internal assessment 2 (IA2): · Investigation	25%		
External assessment			
Summative external assessment (EA): 25% · Examination			

Modern History

General Senior Subject

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World, and to think historically and form a historical consciousness in relation to these same forces. Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through ideas, movements, inquiry into national experiences and international experience they discover how the past consists of various perspectives and interpretations. Students gain a range of transferable skills that will help them become empathetic and critically - literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World <ul style="list-style-type: none">· Students form their own knowledge and understanding about ideas that have emerged in the Modern World.	Movements in the Modern World <ul style="list-style-type: none">· Students form their own knowledge and understanding about movements that have emerged in the Modern World.	National experiences in the Modern World <ul style="list-style-type: none">· Students form their own knowledge and understanding about national experiences that have emerged in the Modern World.	International experiences in the Modern World <ul style="list-style-type: none">· Students form their own knowledge and understanding about international experiences that have emerged in the Modern World.

NB This subject runs as Alternate Sequence

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">· Examination	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">· Investigation	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">· Investigation	25%		
External assessment			
Summative external assessment (EA): 25% <ul style="list-style-type: none">· Examination			



Legal Studies

General Senior Subject

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

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues. Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Balance of probabilities <ul style="list-style-type: none">Students consider legal concepts, principles and processes within the Australian and Queensland civil justice systems.	Law, governance and change <ul style="list-style-type: none">Students examine the complexities of the Australian legal system and its capacity to deal with the diversity of competing needs.	Beyond reasonable doubt <ul style="list-style-type: none">Students explore the Australian legal system and are introduced to the concepts, principles and processes of the criminal justice system.	Human rights in legal contexts <ul style="list-style-type: none">Students consider legal concepts, principles and contemporary issues studied in previous units to consider fundamental human rights concepts and analyse Australia's participation within the global community.

NB This subject runs as Alternate Sequence

Summative assessments

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



Business

General Senior Subject

Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society. The study of business is relevant to all individuals in a rapidly changing, technology focused and innovation-driven world. Studying Business, students are challenged academically and exposed to authentic practices.



Students investigate the functional areas of finance, human resources, marketing and operation while investigating the business life cycle from seed to post-maturity. This multi-faceted course fosters ambition and success, while being mindful of social and ethical values and responsibilities through the integration of 21st century skills. Studying this course allows students to engage with dynamic national and global business contexts through the changing workforce and digital technologies giving them a competitive edge in the workplace, as well as being informed, socially responsible and ethical members of the business community.

Pathways

A course of study in Business can lead to working in fields such as entrepreneurship, intrapreneurship/innovation, business management, business development, business analytics, economics, business law, accounting and finance, international business, marketing, human resource management, business information systems, financial advice.

Structure

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">· Examination – combination response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">· Extended response – feasibility report	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">· Investigation – business report	25%		
External assessment			
Summative external assessment (EA): 25% <ul style="list-style-type: none">· Examination – combination response			

Social & Community Studies

Applied Senior Subject

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



Pathways

Social & Community Studies provides the basis for a range of possible careers, including social work, social justice, social advocacy, environmental justice, tourism, hospitality, childcare, aged care or care for people with disabilities that requires empathetic interpersonal communication and an understanding of social and environmental issues. The course provides a transition for students from the school setting to the outside world with an awareness of social structures and the abilities to question and formulate their own opinions about issues and topics.

TAFE and University Pathways:

- Certificate III in Community Services
- Bachelor of Social Work
- Graduate Diploma of Mental Health Nursing
- Diploma of Counselling
- Certificate III of Early Childhood Education

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Healthy choices for mind and body	Australia's and its place in the world	Lifestyle and financial choices	Workplace Relationships

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): · Extended response - money management	Summative internal assessment 3 (IA3): · Investigation- World of Work
Summative internal assessment 2 (IA2): · Project- Relationships	Summative internal assessment (IA4): · Project- recreation and leisure

Career Education

Short Course Subject

The Short Course in Career Education focuses on the development of knowledge, skills, attributes and attitudes that will assist students to make informed decisions to enable effective participation in their future study, work and careers.

The course fosters the connection between school and post-school, as part of the lifelong process of managing life, learning and work.



It helps students plan for and shape their futures in the rapidly changing world of work where students face different challenges and opportunities from those of the past. The course focuses on effectively preparing for employment and managing future careers.

In this course, students' learning skills are developed so that they become more independent, lifelong learners. Students focus on their own learning as a purposeful activity undertaken to achieve work and career objectives that they value. They experience and apply a variety of strategies to develop and monitor their own learning, drawing on their prior knowledge and experiences. They develop understanding of themselves as learners to effect control of their employment future. This learning is applied to their employment goals and future roles as workers, as well as the development of an awareness of employer expectations and the diversity of work opportunities.

Students manage their learning through understanding their learner identity, setting goals and pathways, and planning and organising their learning to achieve their work and career goals. The development of self-knowledge, contemporary work skills, entrepreneurial behaviours and resilience is necessary to thrive in the 21st century. In this course, students implement strategies and approaches for locating, organising and examining information; using prior knowledge and scaffolding; and learning with and from others. They use guided reflection in developing strategies to enhance their capacity as self-directed and lifelong learners.

Pathways

Career education is an important element in preparing young people to successfully move from school to further education, training or employment.

Structure

Unit 3	Unit 4
Internal assessment 1: • Presentation	Internal assessment 2: • Investigation

Information & Communication Technology (ITC)

Applied Senior Subject

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



Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.

Pathways

A course of study in Information & Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
App development	Audio and video production	Digital imaging and modelling	Web development

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): · 3D modelling product proposal	Summative internal assessment 3 (IA3): · Website product proposal
Summative internal assessment 2 (IA2): · 3D modelling project	Summative internal assessment (IA4): · Website project

Digital Solutions

General Senior Subject

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



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

Pathways

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

Structure

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): · Technical proposal of a data driven solution	25%	Summative internal assessment 3 (IA3): · Digital solution including accessing remote real time data feeds via APIs	25%
Summative internal assessment 2 (IA2): · Digital solution including a web interface & a database backend	25%		
External assessment			
Summative external assessment (EA): 25% · Examination — combination response (pen and paper only, no computer)			

Aerospace Systems

General Senior Subject

Students who study Aerospace Systems learn about the fundamentals, history and future of the aerospace industry. They gain knowledge of aeronautics, aerospace operations, safety management systems (including human factors) and systems thinking, enabling them to solve real-world aerospace problems using the problem-solving process in Aerospace Systems. In this subject, students use systems thinking habits, systems thinking strategies, and aerospace technology knowledge, concepts and principles to explore problems and develop solutions.



Pathways

A course of study in Aerospace Systems can establish a basis for further education and employment in the fields of aviation management, flying streams, engineering and aerospace technical disciplines. The study of Aerospace Systems will also benefit students wishing to pursue post-school pathways in diploma and advanced diploma courses in the technical and paraprofessional areas of customer relationship management, workplace health and safety, engineering, human resource management, systems analysis and technology-related areas.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to aerospace systems <ul style="list-style-type: none">· Solving aerospace problems· Aerospace industries· Aerodynamics· Aircraft systems· Aerospace weather systems	Aerospace technologies <ul style="list-style-type: none">· Operational assets· Operational environments· Operational control systems· Future applications	Aerospace ecosystems <ul style="list-style-type: none">· Aerospace regulatory systems· Human performance· Safety management systems and human factors· Operational accident and incident investigation processes· Airport and airline operation systems	Aircraft performance systems and human factors <ul style="list-style-type: none">· Airspace management· Aircraft performance· Aircraft maintenance· Aircraft navigation and radio communication technologies· Human performance and limitations

Summative assessments

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

CERTIFICATE III AVIATION (REMOTE PILOT)

Vocational Education & Training

This course is delivered by Toowoomba State High School as a third-party provider on behalf of Skills Generation (RTO 41008) and designed in line with the competencies developed by Industry Skills Australia. The AVI30419 Certificate III in Aviation (Remote Pilot) qualification is the industry standard for those wishing to enter the unmanned aerial vehicle industry and begin operating drones for business purposes.



RTO	41008 Skills Generation Pty Ltd.
Cost	The AVI30419 Certificate III in Aviation (Remote Pilot) qualification is VETiS funded under the Queensland Government VET Investment Budget. If a student is not eligible for VETiS funding, please speak with the school's VET Coordinator for a fee for service price. If this is completed as a VETiS funded course, the cost of the Civil Aviation Safety Authority (CASA) Remote Pilot License is covered by VETiS funding. If the student is ineligible for VETiS funding the cost of the CASA License is an additional \$600.00 per person.
Prerequisites	Not Applicable.
Delivery	This course is delivered over four school terms by teachers who are Skills Generation approved and CASA licensed trainers/assessors. Training is delivered in accordance with relevant regulatory requirements of CASA and national operating standards. Classes are timetabled by the school and may include after-hours attendance for flying practice. Attendance in the after-school component is mandatory if classes are scheduled at this time.
Assessment	Resources and assessments are submitted through Skills Generation's online learning management system. Students must have a fully charged laptop for every timetabled session. Course work includes written projects, online tests, and practical assessments of remote piloting skills. Practical observations will take place with teachers who are Skills Generation approved trainers/assessors. Students are required to manage their online submissions; as well as meeting the deadlines of their assessments.
QCE	Successful completion of AVI30419 Certificate III in Aviation (Remote Pilot) awards up to 10 QCE credits when all units of competency are completed.
ATAR	This course can contribute to ATAR calculation upon successful completion.
Application	Through the school's VET Coordinator / Careers Counsellor. A USI number will be required for enrolment purposes. To create or recover a student's USI number, please visit www.usi.gov.au . Students will need to use their full legal name in their application.

NB Students who complete this course will also receive a Certificate II in Engineering Pathways

CERTIFICATE II ENGINEERING PATHWAYS

Vocational Education & Training

The qualification MEM20422 provides students with an introduction to an engineering or related working environment. Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.



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

Application

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

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.

Training and Assessment Delivery

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

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

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

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

Blue Dog Training is responsible for all training and assessment.

CERTIFICATE II CONSTRUCTION PATHWAYS

Vocational Education & Training

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.

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

Blue Dog Training is responsible for all training and assessment.

Furnishing Skills

Applied Senior Subject

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products.



Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Furniture making	Cabinet making	Interior furnishings	Production in the domestic furniture industry

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): · Double sided picture frame	Summative internal assessment 3 (IA3): · Handy step
Summative internal assessment 2 (IA2): · Hall table	Summative internal assessment (IA4): · Esky seat

**EXCELLENCE
INTEGRITY
COURAGE**