Curriculum Handbook

2025 – 2026

Years 11 & 12

Contents

Introduction

Trinity Lutheran College offers Year 11 and 12 students a wide range of subject options. There is an emphasis on the most current pedagogical practices which enables students to have both depth and breadth in their learning.

Our subject offerings provide a strong and balanced curriculum which considers global trends and influences, as well as ensuring our students have the greatest possible opportunity to be successful in their chosen pathway.

As you make these choices, please consider the following:

- **Interests** – What are the subjects that I am interested in developing a deeper understanding of?

- **Aptitude** – Which subjects suit my skills set?

- **Achievements** – In which subjects have I experienced success in previous semesters?

- **Career Goals** – What are my goals beyond Year 12?

At Trinity Lutheran College students are offered a range of personalised pathways built around the:

- Queensland Curriculum and Assessment Authority (QCAA) General and Applied subjects.

- Vocational Education courses including workplace learning.

To undertake studies in the Senior School without any definite purpose in mind will prove challenging for any student. It is of vital importance for students to work with our Head of Learning – Careers and the school administration in finalising their Student Education and Training (SET) Plan in Year 10. This plan will be a powerful guide in students' subject selections. Please read this handbook carefully as you prepare to make these important decisions and keep it as a reference as you move into Years 11 and 12. You will need to refer to it from time to time. It will help you understand more about the various pathways offered in Years 11 and 12.

Changing employment and workforce facing our students

It is important that when considering subjects and a career pathway, that students and families are aware of current trends in employment and the need for graduating students to be fully prepared for new challenges. With the rise in automation, globalisation and more flexible work, students will need to navigate options that will open doors to employment and opportunity. A report by management and consultancy agency, McKinsey & Company (2019) "estimates that 25-46% of current work activities in Australia could be automated by 2030". This will help drive a climate of not only productivity but one of creativity and innovation.

Coupled with this information is emerging research about the to focus on soft skills, including interpersonal skills, communication skills, time management, problem-solving, leadership and

empathy. These are top skills employers seek from prospective candidates as they are important for all industries.

The teaching and learning at Trinity Lutheran College offers a balanced approach to these demands. That is, we offer a range of subjects that not only create opportunity for student to be formally qualified to meet future employment trends, but also offers the underlying skills (such as a focus on critical analysis) to ensure they have the attained the competencies needed.

ELC – 12 Teaching and Learning Framework at Trinity Lutheran College

Trinity Lutheran College is committed to providing the highest standards of teaching and learning for our students. We have undertaken extensive research into contemporary best practice in pedagogy and we have aligned this with deliberate commitment to the development of an ELC to 12 Teaching and Learning Framework.

This framework has emerged from the College Strategic Plan. The framework will ensure that Trinity teachers are skilled in the delivery of innovative and engaging learning experiences that reflect best practice, as well as being skilled in the provision of programs that support a wide range of student needs.

The four key principles of this framework are: *Collaboration, Communication, Diversity & Reflection*, and offer our students a strong advantage in being able to meet future educational challenges.

Personal qualities of an effective lifelong learner

As a Lutheran school we believe that each student has God-given talents to enrich the world around them. In Years 11 and 12, students are expected to develop a critical and evaluative approach to their studies, and to work more reflectively and independently. Personal responsibility is the key to student success.

There will be an increasing need for students to manage their time effectively and to prioritise commitment to their academic program above other demands on their time. We understand our students lead very busy lives with extra-curricular involvement, part-time jobs,

as well as family and social commitments. Therefore, it is critical for students to discuss with parents and teachers how they can achieve an appropriate balance of these activities that will allow for academic success. Adolescents should also remember they need at least 8 – 10 hours' sleep each night to function at their best. Students must also allow for approximately **2 ½ hours of study and homework 5 nights per week.**

Apart from effective and balanced use of time, there are other important factors that lead to success in Years 11 and 12:

- Have a good knowledge of **study skills**. Websites such as How-to-study.com are a useful resource.

- Set realistic goals. Goals can be of three (3) types:

  o short term goals, e.g. getting an assignment in on time;

  o middle term goals, e.g. improving your Level of Achievement in one or more subjects over a semester;

  o long term goals, e.g. to perform well enough at school to go to university or secure an apprenticeship or traineeship.

- Put in place a timeframe for the beginning of assessment and revision. Putting things off is not a recipe for success.

In summary, the subjects you choose represent an important educational decision and one that should be considered carefully. Years 11 and 12 represent an exciting challenge and an important investment in your future. If you require additional assistance at any time, please ask questions of your classroom teachers, Heads of Learning, Head of Learning – Careers, Head of Learning – Assessment Practices and Data, and/or the Head of Teaching and Learning – Years 6 – 12.

I wish all students well in the decision making that lies ahead.

God bless

Laura Robbins
Deputy Principal & Head of Campus, Middle and Senior Years

Lutheran Church of Australia
Trading as Trinity Lutheran College
CRICOS Provider Registration No 00878A

Personalised learning through the Senior School

Trinity Lutheran College offers students personalised pathways through Years 11 and 12. All students are required to study:

- Religion and Ethics (Christian Studies)

- English or Literature or Essential English,

- General Mathematics or Mathematical Methods or Essential Mathematics

In addition, students are required to select **three elective courses** to complement their core courses. The electives may be General, Applied and/or Certificate courses offered by the college. Outside Certificate courses may be supported as a course of study in consultation with the Head of Learning – Careers.

Senior Students have study lessons built into their timetable to allow students time to consolidate their understanding, practise and apply their learning, and revise key concepts and ideas. Where these study lessons occur during either Period 1 or Period 5, students will be given the opportunity to study off-campus, with parent permission. This flexible approach to learning keeps student wellbeing and academic excellence at the core, allowing students the opportunity to work in ways that best work for them.

Students are supported to realise their God-given talents through our academic monitoring process. After each reporting period, and at other key points throughout Years 11 and 12, academic progress is monitored, and students will have meeting with mentors where required to ensure they are on track for success.

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.

Senior subjects

Trinity Lutheran College offers three types of senior subject syllabuses developed by the QCAA – Applied, General, General (Extension). 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

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.

Underpinning factors

All senior syllabuses are underpinned by:

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

- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

Applied and Applied (Essential) syllabuses

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

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

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

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

General syllabuses

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

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

Vocational education and training (VET)

At Trinity Lutheran College, our senior students are encouraged to select the right pathway for them. Students in Year 11 and 12 may choose to not receive an ATAR. This pathway may be more suitable to students wanting to gain a trade or work pathway. The College offers a range of Certificate courses that students can choose as a part of their course load. Alternatively, some students may select to complete a Diploma subject during Year 11 and 12, which provides an alternative pathway to university entry.

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.

Queensland Certificate of Education credits

SUBJECTS	QCE CREDIT (For full completion of course and a sound achievement or better)	CREDIT TYPE
General subjects • All General subjects **Exceptions** • English Extension • Music Extension	4 2 (studied in Year 12 only) 2 (studied in Year 12 only)	Core
Applied subjects • Religion and Ethics (known as Christian Studies) • Essential English • Essential Mathematics • Drama in Practice • Sport and Recreation • Tourism • Social and Community Studies	4 4 4 4 4 4 4	Core
Vocational Education & Training (VET) certificates • Diploma of Business	Full completion – pro rata for partial completion Up to 8	Complementary
• Certificate III in Aviation (Remote Pilot)	Up to 8	Core
• Certificate III in Sport, Aquatics and Recreation	Up to 8	Core
• Certificate III in Business	Up to 8	Core
• Certificate III in Hospitality	Up to 8	Core
• Certificate III in Health Services Assistance	Up to 8	Core

• Certificate II in Health Support Services	Up to 4	Core
• Certificate II in Community Services	Up to 4	Core
• Certificate II in Cookery	Up to 4	Core
• Certificate II in Tourism	Up to 4	Core
• Certificate II in Engineering Pathways	Up to 4	Core

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 the following subjects — English, Essential English, Literature, or English and Literature Extension.

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.

Applied and Applied (Essential) syllabuses

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

In this way, the syllabus is not the curriculum. The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise units, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

Course structure

Applied and Applied (Essential) syllabuses are four-unit courses of study.

The syllabuses contain QCAA-developed units as options for schools to select from to develop their course of study.

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

Curriculum

Applied syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Assessment

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

The College autonomy to decide:

- specific assessment task details within the parameters mandated in the syllabus
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

Teachers make A–E judgments on student responses for each assessment instrument using the relevant instrument-specific standards. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

More information about assessment in Applied senior syllabuses is available in Section 7.3.1 of the *QCE and QCIA policy and procedures handbook*.

Essential English and Essential Mathematics — Common internal assessment

For the two Applied (Essential) syllabuses, students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Teachers develop *three* of the summative internal assessments for each of these subjects and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus.

The CIA is:
- developed by the QCAA

- common to all schools

- delivered to schools by the QCAA

- administered flexibly in Unit 3

- administered under supervised conditions

- marked by the school according to a common marking scheme developed by the QCAA.

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

Summative internal assessment — instrument-specific standards

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

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

General syllabuses

Course overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

Students should complete Units 1 and 2 before starting Units 3 and 4.

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. At Trinity, Applied subject contain at least *two* but no more than *four* assessments for Units 1 and 2.

Satisfactory completion of Units 1 and 2 is reported to the QCAA.

Units 3 and 4 assessments

Students complete a total of *four* summative assessments — three internal and one external — that count towards the overall subject result in each General subject.

Teachers develop *three* internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

The three summative internal assessments need to be endorsed by the QCAA before they are administered. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

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

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, ISMGs will be discussed with students to help them understand the requirements of an assessment task.

External assessment

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

External assessment is:

- common to all schools

- administered under the same conditions at the same time and on the same day

- developed and marked by the QCAA according to a commonly applied marking scheme.

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

General (Extension) syllabuses

Course overview

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4).

Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

Note: In the case of Music Extension, this subject has three syllabuses, one for each of the specialisations — Composition, Musicology and Performance.

Assessment

Units 3 and 4 assessments

Students complete a total of *four* summative assessments — three internal and one external — that count towards the overall subject result in each General (Extension) subject.

Teachers develop *three* internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

The three summative internal assessments need to be endorsed by the QCAA before they are administered. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

VET Pathways

Vocational Education and Training (VET) qualifications enable students to obtain nationally recognised qualifications under the Australian Qualifications Framework (AQF). Students completing a VET qualification while at school are learning skills that are relevant to industry needs and have pathways to employment and further education, including traineeships, apprenticeships, and university study.

Students completing VET qualifications will earn QCE points for each qualification. The number of credit points varies depending on the level of the qualification and the area of study. VET qualifications can also be used in the calculation of the ATAR (Certificate III and higher only).

School-Based Certificate Courses

Several Certificate courses are offered directly through our faculties here at school as a part of the regular learning program.

The benefits of selecting a certificate course offered through the school include:

- Students can access a practical course that relates directly to their future career.

- Students can gain valuable points towards their Queensland Certificate of Education.

- Students will not be required to travel off-site to complete the qualification, as they are undertaken at school as a part of the regular learning program.

Vocational Education and Training (VET) through TAFE and External Training Providers

If the certificate courses offered through the College do not fit with your future plans, you may be able to undertake a Certificate qualification through a TAFE course or other provider. Vocational Education offers students the opportunity to complete full qualifications alongside their secondary schooling and is a great study option for students seeking work or TAFE entrance beyond Year 12. For some tertiary providers, Vocational Education may be an option for students seeking entrance to university studies beyond Year 12. This should be verified directly with the tertiary institution of choice prior to commencement of the VET course.

Benefits of undertaking a Certificate or Diploma level course include those listed above, and in addition:

• Students will be better prepared for further study, having experienced the requirements of adult learning within a supported environment

• Students will receive a foundation of study that is both experiential and practical

• Students will be provided with a qualification that will allow direct entry into the workforce.

• Students electing to complete a vocational qualification will still have the option of qualifying for an ATAR.

For further information on available Vocational Education qualifications, please see the Head of Learning – Careers.

Prerequisites for Tertiary Courses

For students wishing to go on to tertiary study after they complete Year 12, it is important for them to have an understanding of the entry requirements for their preferred courses from their preferred universities. University courses will identify what prior learning is a pre-requisite for acceptance into the course, along with any assumed and/or recommended learning.

A **prerequisite** is a requirement to be considered for acceptance into the course.

Assumed knowledge is an indication that the course will commence with the assumption that students have completed the identified subject/s to a satisfactory standard.

Recommended requirements identify courses that would be advantageous for the student to have completed to a satisfactory standard.

All Year 10 students will be issued with the current QTAC Tertiary Prerequisites Guide as soon as it becomes available. Students are also encouraged to track courses at individual tertiary institutions over the next few years to identify changes and trends. During Pastoral Care lessons in Year 10, students are made aware of these prerequisites for tertiary courses. Subjects which are pre-requisites are listed in QTAC Tertiary Prerequisites Guide, however the following general points should be noted:

- Different institutions have different prerequisites for similar courses.

- An English subject is a prerequisite for almost all tertiary courses. (Some institutions state nil prerequisites or 'assumed knowledge'.)

- Mathematics and Science subjects are most commonly listed as prerequisites, however, a variety of other subjects are also mentioned.

- Institutions will consider each application on prerequisites and minimum ATAR cut-offs. There are a small number of university courses where entry is gained through audition, portfolio and/or interview.

- While some subjects are not listed as prerequisites, progress at university will be easier if they are studied in Years 11 and 12.

- Many subjects offered in Year 11 at Trinity Lutheran College have Required Prior Learning. Please take careful note of the Required Prior Learning for particular subjects (see the following page).

Recommended Prior Learning for Senior Subjects

The tables below outline the recommended grades that should be reached in order for students experience success in particular subjects. If you do not meet the below recommended grades, please contact the relevant Head of Learning to discuss your options.

General Subjects

SUBJECT	RECOMMENDED PRIOR LEARNING
Accounting	C in Year 10 any Mathematics
Ancient History	C in Year 10 Humanities or History/Geography or English
Biology	C in Year 10 Science
Business	C+ in Year 10 English or Business
Chemistry	B in Year 10 Science and Mathematics
Dance	C in Year 9 or 10 Dance or equivalent
Design	Nil
Digital Solutions	Nil
Drama	C in Year 9 or 10 Drama or C in Year 10 English
Economics	C in Year 10 Humanities or Mathematics
English	C in Year 10 English
English & Literature Extension (Year 12 only)	B+ in Unit 1 & 2 English
Film, Television and New Media	C in Year 9 or 10 Media Arts
German	C in Year 10 German
Geography	C in Humanities or History/Geography or English
Health	C in English
Japanese	C in Year 10 Japanese
Legal Studies	C in Year 10 English or Accounting/Legal Studies
Literature	C in Year 10 English or Year 10 Literature
General Mathematics	C in Year 10 General Mathematics
Mathematical Methods	B in Year 10 Mathematical Methods
Specialist Mathematics	B in Year 10 Mathematical Methods
Modern History	C in Year 10 Humanities or History/Geography or English
Music	C in Year 9 or 10 Music or equivalent
Music Extension (Year 12 only)	B in Unit 1 & 2 Music

Physical Education	C in English, HPE and Science. Ability to swim is essential.
Physics	B in Year 10 Science and Mathematics
Psychology	B in Year 10 Science and Mathematics
Study of Religion	C in English
Visual Art	C in Year 9 or 10 Visual Art

Applied Subjects

SUBJECT	RECOMMENDED PRIOR LEARNING
Religion and Ethics (Christian Studies)	Nil
Essential English	Below C in Year 10 English
Essential Mathematics	Below C in Year 10 Mathematics
Social and Community Studies	Nil
Drama in Practice	Nil
Sport and Recreation	Nil
Tourism	Nil

VET Subjects

SUBJECT	RECOMMENDED PRIOR LEARNING
Diploma of Business	Good quality written and spoken communication skills.
Certificate III in Aviation (Remote Pilot)	Nil
Certificate III in Business /Certificate II in Tourism	Good quality written and spoken communication skills.
Certificate III in Hospitality	Nil
Certificate III in Health Services Assistance	Nil
Certificate III in Sport, Aquatics & Recreation	Nil
Certificate II in Health Support Services	Nil
Certificate II in Community Services	Nil
Certificate II in Cookery	Nil
Certificate II in Business	Nil
Certificate II in Engineering Pathways	Nil

Useful online resources

Below is a list of useful online resources to access more specific information.

Trinity Lutheran College Careers Page: Compiled by our Careers Department, this is an excellent resource for career planning and information. https://tlccareers.com.au/

Queensland Curriculum & Assessment Authority: The Queensland Curriculum & Assessment Authority (QCAA) is a statutory body of the Queensland Government. They provide guidelines, assessment, reporting, testing, accreditation and certification services for Queensland schools. http://www.qcaa.qld.edu.au/index.html

Queensland Certificate of Education: The QCE is Queensland's senior school qualification, which is awarded to eligible students usually at the end of Year 12. The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs. https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce

Student Connect: Student Connect is an extension of the Queensland Curriculum & Assessment Authority. It gives students access to their learning accounts and results, as well as information and links to help them explore their further education, training and career pathways. https://studentconnect.qcaa.qld.edu.au

Tertiary Entrance: Students wishing to attend University when they leave school need to apply to the relevant Tertiary Admissions Centre.
QTAC (QLD) - http://www.qtac.edu.au
SATAC (SA) - http://www.satac.edu.au
UAC (NSW) - http://www.uac.edu.au
VTAC (VIC) - http://www.vtac.edu.au
Other - http://www.tisc.edu.au/static/home.tisc

UCAT: Students wishing to study Medicine at University are required to sit the UCAT Test in Year12. Registrations for UCAT generally close in May every year, with some provisions for late bookings through to June. It is recommended students regularly check the website for updates. https://www.ucat.edu.au/

MyFuture, Australia's National Career Information Service: MyFuture provides resources to explore career pathways and tools to develop self-knowledge to help with career decision-making. https://myfuture.edu.au/

Study Work Grow – Job Spotlights: The Job Spotlights provide information about a large range of jobs including salary, predicted growth and what you can do right now. https://studyworkgrow.com.au/job-spotlights/

VET: Vocational Education and Training (VET) refers to education and training that focuses on delivering skills and knowledge required for specific industries. It is a learning option for young people in the senior phase of learning. https://www.qld.gov.au/education/further-ed/vet

Subject Offerings

Use the links below to navigate to our subject offerings. You can return to this page by using the link at the end of each subject description.

Christian Studies	Humanities and Social Sciences	Sciences
Applied • Religion & Ethics **General** • Study of Religion	**Applied** • Social & Community Studies • Tourism **Certificates** • Certificate II in Tourism & Certificate III in Business **General** • Accounting • Ancient History • Business • Economics • Geography • Legal Studies • Modern History	**General** • Biology • Chemistry • Physics • Psychology
English	**Languages**	**Technologies**
Applied • Essential English **General** • English • Literature **General (Extension)** • English & Literature Extension	**General** • German • Japanese	**Certificates** • Certificate III in Aviation (Remote Pilot) & Certificate III in Information Technology • Certificate II in Cookery/Certificate III in Hospitality • Certificate II in Engineering Pathways **General** • Design • Digital Solutions
Health and Physical Education	**Mathematics**	**The Arts**
Applied • Sport & Recreation **Certificates** • Certificate II in Health Support Services & Certificate III in Health Services Assistance • Certificate III in Sport, Aquatics and Recreation & Certificate II in Sport and Recreation **General** • Health • Physical Education	**Applied** • Essential Mathematics **General** • General Mathematics • Mathematical Methods • Specialist Mathematics	**Applied** • Drama in Practice **General** • Dance • Drama • Film, Television & New Media • Music • Visual Art **General (Extension)** • Music Extension
Diploma		
• Diploma of Business		

Religion & Ethics
Applied senior subject

Recommended Prior Learning: Nil

Note: All students commence Religion and Ethics in Year 10 and study the course over three years.

A sense of purpose and personal integrity are essential for participative and contributing members of society. Religion & Ethics allows students to explore values and life choices and the ways in which these are related to beliefs and practices as they learn about religion, spirituality and ethics. In addition, it enables students to learn about and reflect on the richness of religious, spiritual and ethical worldviews.

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

Religion & Ethics enhances students' understanding of how personal beliefs, values, spiritual and moral identity are shaped and influenced by factors such as family, culture, gender and social issues. It allows for flexible courses of study that recognise the varied needs and interests of students through exploring topics such as the meaning of life, purpose and destiny, life choices, moral and ethical issues and social justice.

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

Students develop effective decision-making skills and learn how to plan, implement and evaluate inquiry processes and outcomes, resulting in improved 21st century, literacy and numeracy skills. They examine religion and ethics information and apply their understanding and skills related to community contexts. The knowledge and skills developed in Religion & Ethics provide students with the ability to participate effectively in the changing world around them as active and engaged citizens dealing with religious, spiritual and ethical issues.

Pathways
A course of study in Religion & Ethics can establish a basis for further education and employment in any field. Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings.

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

- explain religions, spiritual and ethical principles and practices
- examine religions, spiritual and ethical information
- apply religious, spiritual and ethical knowledge
- communicate responses
- evaluate projects.

Structure

Religion & Ethics is a four-unit course of study, studied over three years (commencing in Year 10). This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

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

Assessment

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

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
Project	Students provide a view on a scenario.	**Product/Plan/Campaign** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, or 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, or 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words
Investigation	Students investigate a question, opportunity or issue to develop a response.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Extended response	Students respond to stimulus related to a scenario.	One of the following:

		- Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media - Spoken: up to 7 minutes, or signed equivalent - Written: up to 1000 words

Study of Religion
General senior subject

Recommended Prior Learning: C in English

Note: Students studying Study of Religion do not need to complete Religion and Ethics

Study of Religion is the investigation and study of religious traditions and how religion has influenced, and continues to influence, people's lives. As religions are living traditions, a variety of religious expressions exists within each tradition. Religious beliefs and practices also influence the social, cultural and political lives of people and nations. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in modern society.

In this subject, students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion. Each tradition is explored through the lens of the nature and purpose of religion, sacred texts that offer insights into life, and the rituals that mark significant moments and events in the religion itself and in the lives of adherents. Nature and purpose of religion, sacred texts, and rituals provide the foundations for understanding religious ethics and the ways religion functions in society and culture.

Throughout the course of study, students engage with an inquiry approach to learning about religions, their central beliefs and practices, and their influence on individuals, groups and society. As a result, a logical and critical approach to understanding the influence of religion should be developed, with judgments supported through valid and reasoned argument. This contributes to the development of a range of transferable thinking and processing skills that will help students to live and work successfully in the 21st century.

Study of Religion allows students to develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields. The subject contributes to students becoming informed citizens, as religion continues to function as a powerful dimension of human experience. Through recognising the factors that contribute to different religious expressions, students develop empathy and respect for the ways people think, feel and act religiously, as well as a critical awareness of the religious diversity that exists locally and globally.

Pathways

A course of study in Study of Religion can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

Objectives

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

- explain features and expressions of religious traditions

- analyse perspectives about religious expressions

- evaluate the significance and influence of religion

- communicate meaning to suit purpose.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Religion, meaning and purpose • Nature and purpose of religion • Sacred texts	**Religion and ritual** • Lifecycle rituals • Calendrical rituals	**Religious ethics** • Social ethics • Personal ethics	**Religion — rights and relationships** • Religion and the nation–state • Human existence and rights

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

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

Click here to return to the 2025 subject offerings page

Essential English
Applied senior subject

Applied

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.

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

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

Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts.

Pathways

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.

Objectives

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

- use patterns and conventions of genres to suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make language choices according to register informed by purpose, audience and context
- use mode-appropriate language features to achieve particular purposes across modes.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Language that works • Responding to texts • Creating texts	**Texts and human experiences** • Responding to texts • Creating texts	**Language that influences** • 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** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

UNIT 3	UNIT 4
Summative internal assessment 1 (IA1): • Spoken response	Summative internal assessment 3 (IA3): • Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Written response

Click here to return to the 2025 subject offerings page

English

General senior subject

Recommended Prior Learning: C in Year 10 English

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:

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

Pathways

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.

Objectives

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

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

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Perspectives and texts • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Texts and culture** • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Textual connections** • Conversations about issues in texts • Conversations about concepts in texts.	**Close study of literary texts** • Creative responses to literary texts • Critical responses to literary texts

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

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

Click here to return to the 2025 subject offerings page

Literature

General senior subject

Recommended Prior Learning: C in Year 10 English or Year 10 Literature

Note: Literature may be studied concurrently with English

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 to foster:

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

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.

Objectives

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

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

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Introduction to literary studies • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	**Intertextuality** • 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** • 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** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

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

Click here to return to the 2025 subject offerings page

English & Literature Extension
General senior subject

Recommended Prior Learning: B+ in Unit 1 & 2 English

Note: This is a Unit 3 & 4 subject only. It commences in Term 4 of Year 11. Applications to study this course will be available in Term 3 of Year 11.

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.

By offering students the opportunity to specialise in the theorised study of literature, English & Literature Extension provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences. The subject assists students to ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

In English & Literature Extension, students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

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.

Objectives

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

- demonstrate understanding of literary texts studied to develop interpretation/s
- demonstrate understanding of different theoretical approaches to exploring meaning in texts
- demonstrate understanding of the relationships among theoretical approaches
- apply different theoretical approaches to literary texts to develop and examine interpretations
- analyse how different genres, structures and textual features of literary texts support different interpretations
- use appropriate patterns and conventions of academic genres

and communication, including correct terminology, citation and referencing conventions

- use textual features in extended analytical responses to create desired effects for specific audiences

- evaluate theoretical approaches used to explore different interpretations of literary texts

- evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them

- synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence.

Structure

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.

UNIT 3	UNIT 4
Ways of reading • Readings and defences • Defence of a complex transformation	**Exploration and evaluation** • Extended academic research paper • Theorised exploration of texts

Assessment

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

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

Click here to return to the 2025 subject offerings page

Sport & Recreation

Applied senior subject

Recommended Prior Learning: Nil

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. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing.

Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or 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.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

Pathways

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

Objectives

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

- Investigate activities and strategies to enhance outcomes

- plan activities and strategies to enhance outcomes

- perform activities and strategies to enhance outcomes
- evaluate activities and strategies to enhance outcomes.

Structure

Sport & Recreation is a four-unit course of study. This syllabus contains 12 QCAA-developed units as options for schools to select from to develop their course of study.

UNIT OPTION	UNIT TITLE
Unit option A	Aquatic recreation
Unit option B	Athlete development and wellbeing
Unit option C	Challenge in the outdoors
Unit option D	Coaching and officiating
Unit option E	Community recreation
Unit option F	Emerging trends in sport, fitness and recreation
Unit option G	Event management
Unit option H	Fitness for sport and recreation
Unit option I	Marketing and communication in sport and recreation
Unit option J	Optimising performance
Unit option K	Outdoor leadership
Unit option L	Sustainable outdoor recreation

Assessment

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

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Performance** Performance: up to 4 minutes **Planning and evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Investigation and session plan** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words **Performance** Performance: up to 4 minutes **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

Certificate II in Health Support Services (HLT23221) & Certificate III in Health Services Assistance (HLT33115)
Certificate Subject
Registered Training Organisation: Connect'n'Grow (RTO Code 40518)

VET

Entry requirements: Nil

Note: This course is not available to international students

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.

HLT23221 Certificate II in Health Support Services and HLT33115 Certificate III in Health Services Assistance (under Connect 'n' Grow RTO code 40518) is a two-year course of study that consists of core units of competency and elective units. HLT23221 Certificate II in Health Support Services and HLT33115 Certificate III in Health Services Assistance is partnered with Connect 'n' Grow RTO and delivered by Trinity staff.

This course requires the payment of fees: $998 (without VETiS funding)

Students may be able to access funding under the **Vet in Schools** program to help subsidise the cost of their training. Contact the VET Coordinator if you would like to explore potential options and see if you are eligible.

The units of competency covered in this course are:
Course units Year 11 (Certificate II Units)
- CHCCOM005 Communicate and work in health or community services (Credit Transfer)
- HLTWHS001 Participate in workplace health and safety (Credit Transfer)
- CHCDIV001 Work with diverse people (Credit Transfer)
- HLTINF006 Apply basic principles and practices of infection prevention and control (Credit Transfer)
- CHCCCS010 Maintain a high standard of Service (Credit Transfer)
- HLTHSS011 Maintain stock inventory (Credit Transfer)

Course unit Year 12 (Certificate III units)
- HLTAAP001 Recognise healthy body systems
- BSBMED301 Interpret and apply medical terminology
- BSBPEF301 Organise personal work priorities
- HLTAID011 Provide first aid
- HLTAID009 Provide cardiopulmonary resuscitation
- HLTAID010 Provide basic emergency life support
- CHCINM002 Meet community information needs
- CHCCCS009 Facilitate responsible behaviour
- CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

Certificate III in Sport, Aquatics and Recreation (SIS30122) & Certificate II in Sport and Recreation (SIS20122)

Certificate Subject

Registered Training Organisation: Binnacle Training (RTO Code 31319)

Entry requirements: Good quality written and spoken communication skills and 'Working with Children' Student Blue Card

Note: This course is not available to international students

SIS30122 Certificate III in Sport, Aquatics and Recreation and SIS20115 Certificate II in Sport and Recreation (under Binnacle Training RTO code 31319) is a two-year course of study that consists of core units of competency and elective units. Certificate III in Sport and Recreation and SIS20115 Certificate II in Sport and Recreation is partnered with Binnacle RTO and delivered by Trinity staff.

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

The units of competency covered in this course are:

- HLTAID011 – Provide first aid
- SISXIND01– Maintain sport, fitness and reaction knowledge
- BSBPEF301 – Organise personal work priorities
- SISSPAR009 – Participate in conditioning for sport
- BSBPEF202 – Plan and apply time management
- BSBSUS211 – Participate in sustainable work practices
- HLTWHS001 – Participate in workplace health and safety
- SISXFAC006 – Maintain activity equipment
- SISXCCS004 – Provide quality service
- SISXEMR003 – Respond to emergency situations
- BSBPEF302 – Develop self-awareness
- BSBTWK201 – Work effectively with others
- SISSSCO001 – Conduct sport coaching sessions with foundation level participants
- SISOFLD001 – Assist in conducting reaction sessions
- SISXPLD004 – Facilitate groups
- BSBWHS308 – Participate in WHS hazard identification, risk assessment and risk control processes
- SISXIND009 – Respond to interpersonal conflict
- SISXPLD002 – Deliver recreation sessions

Add on units of competency
- BSBPEF201 – Support personal wellbeing in the workplace
- HLTAID009 – Provide cardiopulmonary resuscitation (Completed as part of *Provide First Aid – HLTAID011*)

Important: Program Disclosure Statement: This document is to be read in conjunction with Binnacle Training's <u>Program Disclosure Statement</u> (PDS). The PDS sets out the services and training products Binnacle Training provides <u>and</u> those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).

To access Binnacle's PDS, click here.

Click here to return to the 2025 subject offerings page

Health

General senior subject

Recommended Prior Learning: C in English

The Health syllabus 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. Embedded in Health is the Health inquiry model that provides the conceptual framework for this syllabus.

The Health syllabus is developmental and becomes increasingly more complex across the four units through the use of the Health inquiry model. This syllabus is underpinned by a salutogenic (strengths-based) approach, which focuses on how health resources are accessed and enhanced. Resilience as a personal health resource in Unit 1, establishes key teaching and learning concepts, which build capacity for the depth of understanding over the course of study. Unit 2 focuses on the role and influence of peers and family as resources through one topic selected from two choices: Elective topic 1: Alcohol, or Elective topic 2: Body image. Unit 3 explores the role of the community in shaping resources through one topic selected from three choices: Elective topic 1: Homelessness, Elective topic 2: Transport safety, or Elective topic 3: Anxiety. The culminating unit challenges students to investigate and evaluate innovations that influence respectful relationships to help them navigate the post-schooling life course transition.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning, and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health-educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

Pathways

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

Objectives

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

- recognise and describe information about health-related topics and issues

- comprehend and use the Health inquiry model

- analyse and interpret information to draw conclusions about health-related topics and issues

- critique information to distinguish determinants that influence health status

- investigate and synthesise information to develop action strategies

- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion

- organise information for particular purposes

- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Resilience as a personal health resource	**Peers and family as resources for healthy living** • Alcohol and other drugs (elective) • Body image (elective)	**Community as a resource for healthy living** • Homelessness (elective) • Transport safety (elective) • Anxiety (elective)	**Respectful relationships in the post-schooling transition**

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

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

Physical Education
General senior subject

Recommended Prior Learning: C in English, HPE and Science. Ability to swim is essential.

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

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

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

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

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

- recognise and explain concepts and principles about movement

- demonstrate specialised movement sequences and movement strategies

- apply concepts to specialised movement sequences and movement strategies

- analyse and synthesise data to devise strategies about movement

- evaluate strategies about and in movement

- justify strategies about and in movement

- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Motor learning, functional anatomy and biomechanics in physical activity • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity	**Sport psychology and equity in physical activity** • Sport psychology in physical activity • Equity — barriers and enablers	**Tactical awareness and ethics in physical activity** • Tactical awareness in physical activity • Ethics and integrity in physical activity	**Energy, fitness and training in physical activity** • Energy, fitness and training integrated in physical activity

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

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

Social & Community Studies

Applied senior subject

Applied

Recommended Prior Learning: Nil

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

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

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

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

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

Pathways

A course of study in Social & Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

Objectives

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

- explain personal and social concepts and skills

- examine personal and social information

- apply personal and social knowledge

- communicate responses

- evaluate projects.

Structure

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

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

Assessment

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

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	**Item of communication** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	One of the following: - Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media - Spoken: up to 7 minutes, or signed equivalent - Written: up to 1000 words

Click here to return to the 2025 subject offerings page

Tourism

Applied senior subject

Recommended Prior Learning: Nil

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment.

The term 'tourism industry' describes the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in travel for a range of reasons, including leisure and recreation, work, health and wellbeing, and family.

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

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

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

Pathways

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

Objectives

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

- explain tourism principles, concepts and practices

- examine tourism data and information

- apply tourism knowledge

- communicate responses

- evaluate projects.

Structure

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

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

Assessment

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

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
Investigation	Students investigate a unit related context by collecting and examining data and information.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Project	Students develop a traveller information package for an international tourism destination.	**Product** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

[Click here to return to the 2025 subject offerings page](#)

Accounting
General senior subject

Recommended Prior Learning: C in Year 10 General Mathematics or Mathematical Methods

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses, and individuals. It is foundational to all organisations across all industries and assists in discharging accountability and financial control. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. The overarching context for this syllabus is the real-world expectation that accounting involves processing transactions to develop financial statements and reports to stakeholders. Digital technologies are integral to accounting, enabling real-time access to vital financial information.

When students study this subject, they develop an understanding of the essential role accounting plays in the successful performance of any organisation. Students learn fundamental accounting concepts in order to develop an understanding of accrual accounting, accounting for GST, managerial and accounting controls, internal and external financial statements, and analysis. Students are then ready for more complex utilisation of knowledge, allowing them to synthesise data and other financial information, evaluate practices of financial management, solve authentic accounting problems and make and communicate recommendations.

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources. The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Accounting enrich the personal and working lives of students. Problem-solving and the use of authentic and diversified accounting contexts provide opportunity for students to develop an understanding of the ethical attitudes and values required to participate more effectively and responsibly in a changing business environment.

Pathways

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

Objectives

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

- comprehend accounting concepts, principles and processes
- synthesise accounting principles and processes
- analyse and interpret financial data and information
- evaluate practices of financial management to make decisions and propose recommendations
- create responses that communicate meaning.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Real-world accounting • Introduction to accounting • Accounting for today's businesses	**Financial reporting** • End-of-period reporting for today's businesses • Performance analysis of a sole trader business	**Managing resources** • Cash management • Managing resources for a sole trader business	**Accounting — the big picture** • Fully classified financial statement reporting and analysis for a sole trader business • Complete accounting process for a sole trader business • Performance analysis of a public company

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Project — cash management	25%	Summative internal assessment 3 (IA3): • Examination — combination response	25%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	Summative external assessment (EA): • Examination — combination response	25%

Ancient History

General senior subject

Recommended Prior Learning: C in Year 10 Humanities or History and Geography or English

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History.

Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments. Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

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

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

- devise historical questions and conduct research

- comprehend terms, concepts and issues
- analyse evidence from historical sources

- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Investigating the Ancient World • Digging up the past • Features of ancient societies	**Personalities in their time** • Personality from the Ancient World 1 • Personality from the Ancient World 2	**Reconstructing the Ancient World** Schools select two of the following historical periods to study in this unit: • Thebes — East and West, from the 18th to the 20th Dynasty • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • The Ancient Levant — First and Second Temple Period • Persia from Cyrus II to Darius III • Fifth Century Athens (BCE) • Macedonian Empire from Philip II to Alexander III • Rome during the Republic • Early Imperial Rome from Augustus to Nero • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The Celts and/or Roman Britain • The Medieval Crusades • Classical Japan until the end of the Heian Period	**People, power and authority** Schools select one of the following historical periods to study in this unit: • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Carthage and/or Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic • Ancient Rome — the Augustan Age • Ancient Rome — Imperial Rome until the fall of the Western Roman Empire • Ancient Rome — the Byzantine Empire Schools select one of the personality options that has been nominated by the QCAA for the external assessment. Schools will be notified of the options at least two years before the external assessment is implemented.

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

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

Business

General senior subject

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

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

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

Pathways

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting

and finance, international business, marketing, human resources management and business information systems.

Objectives

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

- describe business situations and environments
- explain business concepts and strategies
- analyse and interpret business situations
- evaluate business strategies
- create responses that communicate meaning to suit audience, context and purpose.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Business creation - Fundamentals of business - Creation of business ideas	**Business growth** - Establishment of a business - Entering markets	**Business diversification** - Competitive markets - Strategic development	**Business evolution** - Repositioning a business - Transformation of a business

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): - Examination — combination response	25%	Summative internal assessment 3 (IA3): - Feasibility report	25%
Summative internal assessment 2 (IA2): - Business report	25%	Summative external assessment (EA): - Examination — combination response	25%

Certificate III in Business (BSB30120) & Certificate II in Tourism (SIT20122)

Certificate Subject

Registered Training Organisation: Binnacle Training (RTO Code 31319)

Entry Requirements: Good quality written and spoken communication skills

Note: This course is not available to international students

BSB30120 Certificate III in Business/SIT20122 Certificate II in Tourism (under Binnacle Training RTO code 31319) is a two-year course of study that consists of core units of competency and elective units. Certificate III in Business/Certificate II in Tourism is partnered with Binnacle RTO and delivered by Trinity staff.

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

Graduates will be competent in a range of essential business skills including; customer service, personal and team effectiveness, critical thinking, business technology and documents, sourcing and presenting information, workplace health and safety, social and cultural sensitivity and participating in sustainable work practices.

This program also includes the following:
- Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project - Binnacle Boss
- Participation in Tourism-related Industry Discovery Days - Excursions

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

The units of competency covered in this course are:
- SITTIND003 Source and use information on the tourism and travel industry
- CUAEVP211 Assist with the staging of public activities or events
- SITXCOM006 Source and present information
- BSBTEC201 Use business software applications
- BSBTEC203 Research using the internet
- SITXCCS009 Provide customer information and assistance
- SITXWHS005 Participate in safe work practices
- SITXCOM007 Show social and cultural sensitivity
- SITXCCS011 Interact with customers
- SITXCCS010 Provide visitor information
- SITXCOM008 Provide a briefing or scripted commentary
- BSBPEF301 Organise personal work priorities
- BSBPEF201 Support personal wellbeing in the workplace
- BSBWHS311 Assist with maintaining workplace safety

- BSBSUS211 Participate in sustainable work practices

- BSBTWK301 Use inclusive work practices

- BSBXCM301 Engage in workplace communication

- BSBXTW301 Work in a team

- BSBCRT311 Apply critical thinking skills in a team environment

- BSBTEC301 Design and produce business documents

- BSBWRT311 Write simple documents

Optional additional units of competency:
- BSBCMM411 Make presentations
- BSBPEF402 Develop personal work priorities

IMPORTANT - PROGRAM DISCLOSURE STATEMENT (PDS):
This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).

To access Binnacle's PDS,
visit: https://www.binnacletraining.com.au/app/uploads/2022/08/Program-Disclosure-Statement-v10-2022.pdf

Click here for Subject Information

Click here to return to the 2025 subject offerings page

Economics
General senior subject

Recommended Prior Learning: C in Year 10 Humanities or Mathematics

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision-making is core: how to allocate and distribute scarce resources to maximise well-being.

Economic literacy is essential for understanding current issues to make informed judgments and participate effectively in society. Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity and consider economic policies from various perspectives. Economic models and analytical tools are used to investigate and evaluate outcomes to make decisions. In the process, students appreciate ideas, viewpoints and values underlying economic issues.

The field of economics is typically divided into two: microeconomics being the study of individuals, households and businesses; and macroeconomics, the study of economy-wide phenomena. Within this context, students study opportunity costs, economic models and the market forces of demand and supply. These concepts are applied to real-world issues of how and why markets may be modified, and the effects of government strategies and interventions. The final units of the course dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. This segues to Australian economic management, as students analyse trends and evaluate economic policies.

Curiosity is essential when studying Economics — how can we best use and allocate resources and production, and what are the consequences of trade-offs? Accordingly, learning is centred on an inquiry approach that facilitates reflection and metacognitive awareness. Intellectual rigour is sharpened by the appraisal of a variety of often-contradictory data and information, which tests the role of assumptions in economic models, ideas and perspectives.

In the 21st century, the study of economics develops the transferable skills of critical thinking and questioning of assumptions. As students develop intellectual flexibility, digital literacy and economic thinking skills, they increase the tertiary pathways and opportunities in the workplace open to them.

Economics is based on possibility and optimism. It appeals to students from Humanities and Business, and those interested in the broader relevance of Mathematics, Technology and Science because of their connections with economic forces. The subject positions students to think deeply about the challenges that confront individuals, business and government, and provides students with tools to think creatively beyond what is known and predictable.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Objectives

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

- comprehend economic concepts, principles and models

- analyse economic issues

- evaluate economic outcomes

- create responses that communicate economic meaning to suit the intended purpose.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Markets and models • The basic economic problem • Economic flows • Market forces	**Modified markets** • Markets and efficiency • Case options of market measures and strategies	**International economics** • International trade • Global economic issues	**Contemporary macroeconomics** • Macroeconomic objectives and theory • Economic indicators and past budget stances • Economic management

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

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

Click here to return to the 2025 subject offerings page

Geography
General senior subject

Recommended Prior Learning: C in Humanities or History and Geography or English

Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline, with the concepts of environment, interconnection, sustainability, scale and change building on this foundation. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales.

Fieldwork is central to the study of Geography. It provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Fieldwork also encourages participation in collaborative learning and engagement with the world in which students live.

Spatial technologies are also core components of contemporary geography. These technologies provide a real-world experience of Science, Technology, Engineering and Maths (STEM), allowing students to interact with particular geographic phenomena through dynamic, three-dimensional representations that take the familiar form of maps. The skills of spatial visualisation, representation and analysis are highly valued in an increasingly digital and globalised world.

In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

Pathways
A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation

and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

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

- explain geographical processes

- comprehend geographic patterns

- analyse geographical data and information

- apply geographical understanding

- propose action

- communicate geographical understanding using appropriate forms of geographical communication.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Responding to risk and vulnerability in hazard zones • Natural hazard zones • Ecological hazard zones	**Planning sustainable places** • Responding to challenges facing a place in Australia • Managing challenges facing a megacity	**Responding to land cover transformations** • Land cover transformations and climate change • Responding to local land cover transformations	**Managing population change** • Population challenges in Australia • Global population change

Assessment
Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Data report	25%
Summative internal assessment 2 (IA2): • Field report	25%	Summative external assessment (EA): • Examination — combination response	25%

Click here to return to the 2025 subject offerings page

Legal Studies
General senior subject

Recommended Prior Learning: C in English or Accounting/Legal Studies

Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

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

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

Pathways

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

Objectives

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

- comprehend legal concepts, principles and processes

- select legal information from sources

- analyse legal issues

- evaluate legal situations

- create responses that communicate meaning to suit the intended purpose.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Beyond reasonable doubt - Legal foundations - Criminal investigation process - Criminal trial process - Punishment and sentencing	**Balance of probabilities** - Civil law foundations - Contractual obligations - Negligence and the duty of care	**Law, governance and change** - Governance in Australia - Law reform within a dynamic society	**Human rights in legal contexts** - Human rights - Australia's legal response to international law and human rights - Human rights in Australian contexts

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

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

Click here to return to the 2025 subject offerings page

Modern History
General senior subject

Recommended Prior Learning: C in Year 10 Humanities or History and Geography or English

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

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

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

Objectives

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

- devise historical questions and conduct research

- comprehend terms, concepts and issues

- analyse evidence from historical sources

- evaluate evidence from historical sources

- synthesise evidence from historical sources

- communicate to suit purpose.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Ideas in the Modern World	**Movements in the Modern World**	**National experiences in the Modern World**	**International experiences in the Modern World**
Schools select **two** of the following topics to study in this unit:	Schools select **two** of the following topics to study in this unit:	Schools select **two** of the following topics to study in this unit:	Schools select **one** of the following topics to study in this unit:
• Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912 • Boxer Rebellion and its aftermath, 1900–1911 • Russian Revolution, 1905–1920s • Xinhai Revolution and its aftermath, 1911–1916 • Iranian Revolution and its aftermath, 1977–1980s • Arab Spring since 2010 • Alternative topic for Unit 1.	• Empowerment of First Nations Australians since 1938 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China and its aftermath, 1919–1930s • Independence movement in Algeria, 1945–1962 • Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement since 1954 • Environmental movement since the 1960s • LGBTQIA+ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2.	• Australia since 1901 • United Kingdom since 1901 • France, 1799–1815 • New Zealand since 1841 • Germany since 1914 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan since 1931 • China since 1931 • Indonesia since 1942 • India since 1947 • Israel since 1917 South Korea since 1948	• Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since the 1930s • Nuclear Age since 1945 • Cold War and its aftermath, 1945–2014 • Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since the 1950s • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984 Schools select **one** of the topic options that has been nominated by the QCAA for the external assessment and has not been studied in Topic 1. Schools will be notified of the topic options at least two years before the external assessment is implemented.

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

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

Click here to return to the 2025 subject offerings page

German

General senior subject

Recommended Prior Learning: C in Year 10 German

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

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

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as German is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual

discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring

Pathways

A course of study in German can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

Objectives

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

- comprehend German to understand information, ideas, opinions and experiences

- identify tone, purpose, context and audience to infer meaning

- analyse and evaluate information and ideas to draw conclusions

- apply knowledge of language elements of German to construct meaning

- structure, sequence and synthesise information to justify opinions, ideas and perspectives

- communicate using contextually appropriate German.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Meine Welt — My world • Family/carers • Peers • Education	**Unsere Welt erkunden — Exploring our world** • Travel and exploration • Social customs • German influences around the world	**Unsere Gesellschaft; Kultur und Identität — Our society; culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	**Meine Gegenwart; meine Zukunft — My present; my future** • The present • Future choices

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Examination — short response	20%	Summative internal assessment 3 (IA3): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — combination response	25%

Click here to return to the 2025 subject offerings page

Japanese

General senior subject

Recommended Prior Learning: C in Year 10 Japanese

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

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

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as Japanese is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual

discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

Pathways

A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

Objectives

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

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements of Japanese to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate Japanese.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
私のくらし ― **My world** • Family/carers • Peers • Education	私達の世界をたんけんする ― **Exploring our world** • Travel and exploration • Social customs • Japanese influences around the world	私達の社会、文化とアイデンティティー ― **Our society; culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	私の現在と将来 ― **My present; my future** • The present • Future choices

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Examination — short response	20%	Summative internal assessment 3 (IA3): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — combination response	25%

Click here to return to the 2025 subject offerings page

Essential Mathematics
Applied senior subject

Recommended Prior Learning: Below a C in Year 10 Mathematics

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal

and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

Pathways

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

Objectives

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

- recall mathematical knowledge

- use mathematical knowledge

- communicate mathematical knowledge

- evaluate the reasonableness of solutions

- justify procedures and decisions

- solve mathematical problems.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Number, data and graphs - Fundamental topic: Calculations - Number - Representing data - Managing money	**Data and travel** - Fundamental topic: Calculations - Data collection - Graphs - Time and motion	**Measurement, scales and chance** - Fundamental topic: Calculations - Measurement - Scales, plans and models - Probability and relative frequencies	**Graphs, data and loans** - Fundamental topic: Calculations - Bivariate graphs - Summarising and comparing data - Loans and compound interest

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

UNIT 3	UNIT 4
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination — short response

Click here to return to the 2025 subject offerings page

General Mathematics
General senior subject

Recommended Prior Learning: C in Year 10 Mathematics

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and

efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

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.

Objectives

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

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Money, measurement, algebra and linear equations - 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** - 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** - Bivariate data analysis 1 - Bivariate data analysis 2 - Time series analysis - Growth and decay in sequences - Earth geometry and time zones	**Investing and networking** - Loans, investments and annuities 1 - Loans, investments and annuities 2 - Graphs and networks - Networks and decision mathematics 1 - Networks and decision mathematics 2

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

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

Click here to return to the 2025 subject offerings page

Mathematical Methods
General senior subject

Recommended Prior Learning: B in Year 10 Mathematical Methods

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

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

Pathways

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

Objectives

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

- recall mathematical knowledge

- use mathematical knowledge

- communicate mathematical knowledge

- evaluate the reasonableness of solutions

- justify procedures and decisions

- solve mathematical problems.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Surds, algebra, functions and probability - Surds and quadratic functions - Binomial expansion and cubic functions - Functions and relations - Trigonometric functions - Probability	**Calculus and further functions** - Exponential functions - Logarithms and logarithmic functions - Introduction to differential calculus - Applications of differential calculus - Further differentiation	**Further calculus and introduction to statistics** - 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** - Further integration - Trigonometry - Continuous random variables and the normal distribution - Sampling and proportions - Interval estimates for proportions

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

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

Click here to return to the 2025 subject offerings page

Specialist Mathematics
General senior subject

General

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Students who undertake Specialist Mathematics will develop confidence in their mathematical knowledge and ability, and gain a positive view of

themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

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.

Objectives

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

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Structure

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

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Combinatorics, proof, vectors and matrices - Combinatorics - Introduction to proof - Vectors in the plane - Algebra of vectors in two dimensions - Matrices	**Complex numbers, further proof, trigonometry, functions and transformations** - Complex numbers - Complex arithmetic and algebra - Circle and geometric proofs - Trigonometry and functions - Matrices and transformations	**Further complex numbers, proof, vectors and matrices** - Further complex numbers - Mathematical induction and trigonometric proofs - Vectors in two and three dimensions - Vector calculus - Further matrices	**Further calculus and statistical inference** - Integration techniques - Applications of integral calculus - Rates of change and differential equations - Modelling motion - Statistical inference

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

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

Click here to return to the 2025 subject offerings page

Biology

General senior subject

Recommended Prior Learning: C in Year 10 Senior Sciences Prep

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.

Biology aims to develop students':

- sense of wonder and curiosity about life

- respect for all living things and the environment

- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change

- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics

- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts

- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence

- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge

- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

- describe ideas and findings

- apply understanding

- analyse data

- interpret evidence

- evaluate conclusions, claims and processes

- investigate phenomena.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Cells and multicellular organisms • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology	**Maintaining the internal environment** • Homeostasis — thermoregulation and osmoregulation • Infectious disease and epidemiology	**Biodiversity and the interconnectedness of life** • Describing biodiversity and populations • Functioning ecosystems and succession	**Heredity and continuity of life** • Genetics and heredity • Continuity of life on Earth

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

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

Click here to return to the 2025 subject offerings page

Chemistry
General senior subject

Recommended Prior Learning: B in Year 10 Senior Sciences Prep and Mathematics

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.

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world

- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties

- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products

- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making

- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence

- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions

- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

Pathways

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

Objectives

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

- describe ideas and findings

- apply understanding

- analyse data

- interpret evidence

- evaluate conclusions, claims and processes

- investigate phenomena.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Chemical fundamentals — structure, properties and reactions • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change	**Molecular interactions and reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	**Equilibrium, acids and redox reactions** • Chemical equilibrium systems • Oxidation and reduction	**Structure, synthesis and design** • Properties and structure of organic materials • Chemical synthesis and design

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

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

Click here to return to the 2025 subject offerings page

Physics
General senior subject

Recommended Prior Learning: B in Senior Sciences Prep and Mathematics

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

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

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society

- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action

- understanding of the ways in which matter and energy interact in physical systems across a range of scales

- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues

- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence

- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims

- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Thermal, nuclear and electrical physics • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	**Linear motion and waves** • Linear motion and force • Waves	**Gravity and electromagnetism** • Gravity and motion • Electromagnetism	**Revolutions in modern physics** • Special relativity • Quantum theory • The Standard Model

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

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

[Click here to return to the 2025 subject offerings page](#)

Psychology
General senior subject

Recommended Prior Learning: B in Year 10 Senior Sciences Prep and Mathematics

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.

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues

- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour

- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations

- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence

- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence

- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

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.

Objectives

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

- describe ideas and findings

- apply understanding

- analyse data

- interpret evidence

- evaluate conclusions, claims and processes

- investigate phenomena.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Individual development • The role of the brain • Cognitive development • Consciousness, attention and sleep	**Individual behaviour** • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	**Individual thinking** • Brain function • Sensation and perception • Memory • Learning	**The influence of others** • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

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

Click here to return to the 2025 subject offerings page

Certificate III in Aviation (Remote Pilot) (AVI30419) & Certificate III in Information Technology (ICT30120)

Certificate subject

AVI30419 Registered Training Organisation: Aviation Australia (RTO Code 30770)
ICT30120 Registered Training Organisation: Trinity Lutheran College (RTO Code 30507)

Recommended Prior Learning: No prior learning is required but an interest in Aviation, Drones, Digital Technology, Computing and Media is advantageous.

This VET certificate program is completed over two years and results in **TWO** nationally recognised qualifications on completion.

AVI30419 Certificate III in Aviation (Remote Pilot) is relevant to individuals operating remotely piloted aircraft systems (RPAS), in compliance with relevant regulatory requirements of the Civil Aviation Safety Authority (CASA) and national operating standards.

Remote pilots operating at this level will apply non-technical and technical knowledge and skills to demonstrate autonomy and judgement and will take limited responsibility in known and stable operational contexts within established regulatory parameters.

ICT20120 Certificate II in Applied Digital Technologies seeks to prepare students for the 21st century workplace, and beyond, by combining design thinking skills with a core of four units that cover cybersecurity, programming techniques, web design and digital design. Students will craft captivating websites, bring innovative ideas to life, manipulate stunning visuals, and safeguard digital assets.

This qualification reflects the role of individuals who are competent in a range of Information and Communications Technology (ICT) roles, including basic cyber awareness, digital media skills, generalist IT support services, networking, programming, and web development.

Pathways

Information Technology – Code Development, Robotics, Computer Science Multimedia - Web Designers, Video Editors, Game Designers, Digital Effects Artists

The units of competency covered in the Certificate III in Aviation (Remote Pilot) are:

- AVIE0003 Operate aeronautical radio
- AVIF0021 Manage human factors in remote pilot aircraft systems operations
- AVIY0031 Apply the principles of air law to remote pilot aircraft systems operations
- AVIH0006 Navigate remote pilot aircraft systems
- AVIW0007 Perform aerial mapping and modelling using remote pilot aircraft systems
- AVIW0004 Perform operational inspections on remote operated systems AVIW0028 - Operate and manage remote pilot aircraft systems
- AVIY0052 Control remote pilot aircraft systems on the ground
- AVIY0023 Launch, control and recover a remotely piloted aircraft
- AVIY0027 Operate multi-rotor remote pilot aircraft systems
- AVIW0006 Perform infrastructure inspections using remote operated systems
- AVIG0003 Work effectively in the aviation industry
- AVIY0053 Manage remote pilot aircraft systems energy source requirements Apply situational awareness in remote pilot aircraft systems operations

The twelve units of competency covered in the Certificate III in Information Technology course are:

- BSBCRT301   Develop and extend critical and creative thinking skills
- BSBXCS303   Securely manage personally identifiable information and workplace information
- BSBXTW301   Work in a team
- ICTICT313 Identify IP, ethics and privacy policies in ICT environments
- ICTPRG302   Apply introductory programming techniques
- ICTSAS305   Provide ICT advice to clients
- BSBXCS301   Protect own personal online profile from cyber security threats*
- CUADIG303   Produce and Prepare photo images
- CUAPOS211   Perform basic vision and sound editing*
- ICTWEB304   Build simple web pages*
- ICTWEB306   Develop web presence using social media*
- ICTWEB431   Create and style simple markup language documents

Additionally, students will have the opportunity to complete **CASA Remote Pilot Licence (RePL)** and **CASA Aeronautical Radio Operators Certificate (AROC)**.

What you will know and be able to do:

- Problem solving
- Analysis and design skills
- Project Management (Explore, Design, Generate, and Evaluate Process)
- Work collaboratively in teams
- Critical thinking techniques and evaluation

Individuals who work in these fields apply broad sets of skills, including foundational knowledge in critical thinking and customer service skills, to support a range of technologies, processes, procedures, policies, people and clients in a variety of work contexts.

Workload and Assessment:

You will complete preliminary tasks to build skills and knowledge in each topic area. This will be followed by a project which will assist you to develop further skills and knowledge as you follow the design process using analysis, design, development and evaluation.

Software applications used in this course

Applications used typically include Adobe Creative Cloud and Microsoft Office applications.

For further information regarding the Certificate III in Aviation (Remote Pilot) contact **Aviation Australia**.

Click here to return to the 2025 subject offerings page

Certificate II in Cookery (SIT2024) & Certificate III in Hospitality (SIT30622)

Certificate subject

(in partnership with Aurora Training Institute RTO Code 32237)

Recommended Prior Learning: Nil

Note: This course is not available to international students

SIT2042 Certificate II in Cookery and SIT30622 Certificate III in Hospitality is a two-year course of study that consists of core and elective units of competency, delivered in partnership with Aurora Training Institute (RTO code 32237) and delivered by their chef and Trinity Hospitality staff. The Certificate II in Cookery units have been designed to provide students with an understanding of food preparation and cookery skills in the context of the hospitality industry. Students will develop skills, processes and attitudes crucial for kitchen operations. The Certificate III in Hospitality units are designed to equip students with the skills to work in hospitality service and front of house operations. The dual certificate course affords students the opportunity not only to understand the industry's workplace culture and practices, but also to develop the skills, processes and attitudes crucial for making valid decisions about future career pathways in various hospitality settings, such as restaurants, hotels, motels, catering operations, cafés, and coffee shops.

This course may require the payment of a fee:

Full course fee: $2500 (if VETiS funding is unavailable)

Students may be able to access funding for this course. Please visit the VET Homepage *for more information*

The units of competency covered in this course are:

Year 11: Certificate II in Cookery

- SITXFSA005 Use hygiene practices for food safety
- SITXWHS005 Participate in safe work practices
- SITHKOP009 Clean kitchen premises and equipment
- SITHCCC034 Work effectively in a commercial kitchen
- SITHCCC023 Use food preparation equipment
- SITHCCC027 Prepare dishes using basic methods of cookery
- SITXFSA006 Participate in safe food handling practices
- SITHCCC024 Prepare and present simple dishes
- SITHCCC025 Prepare and present sandwiches
- SITHCCC028 Prepare appetisers and salads
- SITXINV006 Receive, store and maintain stock
- SITXCOM007 Show social and cultural sensitivity
- SITXCCS011 Interact with customers
- SITXCOM007 Show social and cultural sensitivity
- SITXCCS011 Interact with customers

Year 12 – Certificate III in Hospitality

- SITXCC014 Provide service to customers
- SITHIND008 Work effectively in hospitality service
- SITHFAB025 Prepare and serve espresso coffee
- SITHFAB027 Serve food and beverage
- SUTHGAM022 Provide responsible gambling services
- SITHFAB021 Provide responsible service of alcohol
- SITHIND006 Source and use information on the hospitality industry

Additional information can be found in the links below.

Certificate II in Cookery

Certificate III Hospitality

Click here to return to the 2025 subject offerings page

Certificate II in Engineering Pathways (MEM20422)
Certificate subject

Registered Training Organisation: Trinity Lutheran College (RTO Code 30507)

Recommended Prior Learning: Nil

This is a VET subject which is completed over two years (4 semester units), resulting in a nationally recognised qualification and 4 QCE credits on completion.

MEM20422 Certificate II in Engineering Pathways is a comprehensive entry-level qualification designed to equip you with the essential skills and knowledge needed to kickstart your journey in the thrilling engineering and manufacturing industries. Imagine yourself working and welding in state-of-the-art workshops, working with cutting-edge computer-controlled plasma cutter, laser etching of metals and learning to weld with numerous processes, tools and equipment.

Through this certificate, you'll not only gain understanding of engineering materials, drawings, and designs but also develop practical skills in fabrication techniques. Plus, you'll learn invaluable workplace safety practices and environmental sustainability principles that are crucial in modern engineering environments.

The units of competency covered in this course are:

The requirement for successful completion of the MEM20422 Certificate II in Engineering Pathways requires the achievement of competence in twelve (12) units of competency made up of:

- all four (4) core units of competency listed below; and

- a minimum of seven (7) Group A electives; and

- a maximum of one (1) Group B elective.

Core units of competency

- MEM13015   Work safely and effectively in manufacturing and engineering

- MEMPE005   Develop a career plan for the engineering and manufacturing industries

- MEMPE006   Undertake a basic engineering project

- MSMENV272   Participate in environmentally sustainable work practices]

Elective units of competency

- MEM16006   Organise and communicate information

- MEM18001   Use hand tools

- MEM18002   Use power tools/hand held operations

- MEMPE001   Use engineering workshop machines

- MEMPE002   Use electric welding machines

- MEMPE003   Use oxy-acetylene and soldering equipment

- MEMPE004   Use fabrication equipment

- MSMSUP106 Work in a team

Assessment is competency based and therefore no levels of achievement are awarded. Assessment for this qualification is continuous, diagnostic and done while you work. This may includes observations, checklists of tasks, practical assignments, oral

presentations, portfolio of work, scenarios/case studies and role play.

Pathways:

The MEM20422 Certificate II in Engineering pathways is ideally suited for students wanting to gain skills and understanding of the modern engineering industry. It will aid students seeking engineering pathways and develop a foundation skill used for life long learning in welding, machining, CNC Control and work in related industry sectors or higher education.

Click here to return to the 2025 subject offerings page

Design

General senior subject

Recommended Prior Learning: Nil

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

In Unit 1, students will learn about and experience designing in the context of stakeholder-centred design. They will be introduced to the range and importance of stakeholders and how the design process is used to respond to their needs and wants. In Unit 2, students will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues. They will use a collaborative design approach. In Unit 3, students will learn about and experience designing in the context of human-centred design. They will use designing with empathy as an approach as they respond to the needs and wants of a particular person. In Unit 4, students will learn about and experience designing in the context of sustainable design. They will explore design opportunities and design to improve economic, social and ecological sustainability.

The teaching and learning approach uses a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using sketching and low-fidelity prototyping skills; and evaluating ideas. Students communicate design proposals to suit different audiences.

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

Students will develop an appreciation of designers and their role in society. They will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

Pathways

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design,

graphic design, industrial design, interior design and landscape architecture.

Objectives

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

- describe design problems and design criteria

- represent ideas, design concepts and design information using visual representation skills

- analyse needs, wants and opportunities using data

- devise ideas in response to design problems

- evaluate ideas to make refinements

- propose design concepts in response to design problem

- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Stakeholder-centred design • Designing for others	**Commercial design influences** • Responding to needs and wants	**Human-centred design** • Designing with empathy	**Sustainable design influences** • Responding to opportunities

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Design challenge	20%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	30%	Summative external assessment (EA): • Examination — extended response	25%

Click here to return to the 2025 subject offerings page

Digital Solutions
General senior subject

Recommended Prior Learning: Nil

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.

Learning in Digital Solutions provides students with opportunities to develop, generate and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries. Australia's workforce and economy requires people who are able to collaborate, use creativity to be innovative and entrepreneurial, and transform traditional approaches in exciting new ways.

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. Students write computer programs to generate digital solutions that use data; require interactions with users and within systems; and affect people, the economy and environments. Solutions are generated using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Some examples of digital solutions include instructions for a robotic system, an instructional game, a productivity application, products featuring interactive data, animations and websites.

Digital Solutions prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play. Digital Solutions develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life.

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.

Objectives

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

- recognise and describe elements, components, principles and processes

- symbolise and explain information, ideas and interrelationships

- analyse problems and information

- determine solution requirements and criteria

- synthesise information and ideas to determine possible digital solutions

- generate components of the digital solution

- evaluate impacts, components and solutions against criteria to make refinements and justified recommendation

- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Creating with code • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions	**Application and data solutions** • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions	**Digital innovation** • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions	**Digital impacts** • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Technical proposal	25%	Summative internal assessment 3 (IA3): • Digital solution	25%
Summative internal assessment 2 (IA2): • Digital solution	25%	Summative external assessment (EA): • Examination — combination response	25%

Click here to return to the 2025 subject offerings page

Drama in Practice
Applied senior subject

Recommended Prior Learning: Nil

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

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.

As students gain practical experience in a number of onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts.

Pathways

Drama in Practice students identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience. Learning is connected to relevant industry practice and opportunities, promoting future employment, and preparing students as agile, competent, innovative, and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

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

Objectives

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

- use drama practices
- plan drama works
- communicate ideas
- evaluate drama works.

Structure

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

UNIT OPTION	UNIT TITLE
Unit option A	Collaboration
Unit option B	Community
Unit option C	Contemporary
Unit option D	Commentary

Assessment

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

TECHNIQUE	DESCRIPTION	RESPONSE REQUIREMENTS
Devising project	Students plan, devise and evaluate a scene for a purpose and context relevant to the unit.	**Devised scene** Up to 4 minutes (rehearsed) **Planning and evaluation of devised scene** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script relevant to the unit.	**Director's brief** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media **Planning and evaluation of the director's brief** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent

Performance	Students perform an excerpt of a published script or a devised scene connected to the directorial or devising project.	**Performance** Performance (live or recorded): up to 4 minutes

Dance

General senior subject

Recommended Prior Learning: C in Year 9 or 10 Dance or equivalent

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. Through studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion. Students will study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students will learn about dance as it is now and explore its origins across time and cultures.

Exploring dance through the lens of making (choreography and performance) and responding engages students in creative and critical thinking. As students create and communicate meaning through dance, they develop aesthetic and kinaesthetic intelligence in addition to personal and social skills. Self-confidence is developed alongside an awareness of, and respect for, the body. The study of this subject increases the quality of personal and physical wellbeing and fosters social inclusion through focused experiences of valued collaborative practice.

Pathways

This subject prepares young people for participation in the 21st century. Dance has the means to prepare students for future possibilities, with transversal skills and the capacity for flexible thinking and doing. The study of dance enables the application of critical thinking and literacy skills through which students create, demonstrate, express and reflect on meaning made through movement. Critical thinking and literacy skills are essential skills for the artist as both maker and audience, and learning in Dance prepares students to engage in a multimodal world. Dance develops individuals who are culturally intelligent, creative, and complex and critically reflective thinkers.

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.

Objectives

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

- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills

- apply technical skills
- realise meaning through expressive skill
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and dance skills.

Structure

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

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

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

Click here to return to the 2025 subject offerings page

Drama

General senior subject

Recommended Prior Learning: C in Year 9 or 10 Drama or C in Year 10 English

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

Across the course of study, students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. A study of a range of forms and styles in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

Drama engages students in the making of and responding to dramatic works to help them realise their creative potential as individuals. Learning in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

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.

Objectives

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

- demonstrate skills of drama

- apply literacy skills

- interpret purpose, context and text

- manipulate dramatic languages

- analyse dramatic languages

- evaluate dramatic languages.

Structure

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

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

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

Film, Television & New Media
General senior subject

Recommended Prior Learning: C in Year 9 or 10 Media Arts

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.

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

By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.

Pathways

The processes and practices of Film, Television & New Media, such as project-based learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. 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.

Objectives

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

- design moving-image media products
- create moving-image media products
- resolve film, television and new media ideas, elements and processes
- apply literacy skills
- analyse moving-image media products
- evaluate film, television and new media products, practices and viewpoints.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Foundation • Technologies • Institutions • Languages	**Stories** • Representations • Audiences • Languages	**Participation** • Technologies • Audiences • Institutions	**Artistry** • Technologies • Representations • Languages

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

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

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.

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

Pathways

A course of study in Music 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. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces.

Objectives

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

- demonstrate technical skills
- use music elements and concepts
- analyse music
- apply compositional devices

- apply literacy skills
- interpret music elements and concepts
- evaluate music
- realise music ideas
- resolve music ideas.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Designs Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	**Identities** Through inquiry learning, the following is explored: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	**Innovations** Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	**Narratives** Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project	35%
Summative internal assessment 2 (IA2): • Composition	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Click here to return to the 2025 subject offerings page

Music Extension
General senior subject

General

Recommended Prior Learning: B in Unit 1 and 2 Music

Note: This is a Unit 3 and 4 subject only, commencing in Term 4 of Year 11. Applications to study this course will be open towards the end of Unit 2.

The Music Extension syllabus should be read in conjunction with the Music syllabus. In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

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 **Musicology specialisation** (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

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.

Music Extension prepares students for a future of unimagined possibilities, helping them to become self-motivated and emotionally aware. As a unique means of expression, music makes a profound contribution to personal, social and cultural identities. Students develop transversal skills, becoming adaptable and innovative problem-solvers and collaborative team members who make

informed decisions. As enquirers, students develop their ability to analyse and critically evaluate. Literacy in Music Extension is an essential skill for composers, musicologists and performers, and learning in Music Extension prepares students to engage in a multimodal world.

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.

Objectives
Common objectives

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

- analyse music

- apply literacy skills

- evaluate music.

Specialist objectives

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **composition** will also:

- apply compositional devices

- manipulate music elements and concepts

- resolve music ideas.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **musicology** will also:

- express meaning or ideas about music

- investigate music and ideas about music

- synthesise information.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **performance** will also:

- apply technical skills

- interpret music elements and concepts

- realise music ideas.

Structure

UNIT 3	UNIT 4
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

Assessment

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

Note: The Summative external assessment (EA): Examination — extended response is the same assessment for all three specialisations.

Summative assessments — Composition specialisation

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Composition 1	20%	Summative internal assessment 3 (IA3): • Composition project	35%
Summative internal assessment 2 (IA2): • Composition 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Summative assessments — Musicology specialisation

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Investigation 1	20%	Summative internal assessment 3 (IA3): • Musicology project	35%
Summative internal assessment 2 (IA2): • Investigation 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Summative assessments — Performance specialisation

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

Visual Art
General senior subject

Recommended Prior Learning: C in Year 9 or 10 Visual Art

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.

Pathways

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience.

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, science and technology.

Objectives

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

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate influences
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning.

Structure

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Art as lens • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: people, place, objects	**Art as code** • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: codes, symbols, signs and art conventions	**Art as knowledge** • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed	**Art as alternate** • Concept: evolving alternate representations and meaning • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed

Assessment

Assessments for Units 1 and 2 are devised by the College.

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

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • 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%		
Summative external assessment (EA): 25% • Examination — extended response			

Diploma of Business (BSB50120)

Diploma subject

Registered Training Organisation: Barrington College (RTO Code 45030 / Cricos Code 03552K)

Entry requirements: Good quality written and spoken communication skills.

Note: Classes for Diploma run outside of normal timetabled hours, usually on a Monday afternoon, 3:30 – 4:30pm. In Year 11, students must select six subjects and can select the Diploma as an additional course. In Year 12, students will be given the opportunity to drop on of their three electives and take a line of study.

BSB50120 Diploma of Business (under Barrington College RTO code 45030) is a 12-18 month course of study that consists of core units of competency and elective units. Diploma of Business is partnered with Barrington College RTO and delivered by Barrington College trainer and assessor.

BSB50120 Diploma of Business is an additional course option, where learning is delivered by Barrington assessors in an after school format. For students undertaking this Diploma, in Year 11, the course will be completed as an additional course to the six subjects undertaken during the timetable. In Year 12, students will be allowed to drop one of their elective courses so as to complete some of the Diploma modules as study line.

This course requires payment of an additional fee of $2500.00.

BSB50120 Diploma of Business provides students with a sound overview of the business sector and prepares them for employment opportunities across a range of business disciplines. The Diploma can also be used as a pathway into university and may provide academic credit towards undergraduate study.

Units of competency covered in this course

- BSBCRT511   Develop critical thinking in others
- BSBFIN501 Manage budgets and financial plans
- BSBOPS501   Manage business resources
- BSBXCM501   Lead communication in the workplace
- BSBSUS511   Develop workplace policies and procedures for sustainability
- BSBHRM525 Manage recruitment and onboarding
- BSBOPS504   Manage business risk
- BSBPMG430   Undertake project work
- BSBTWK503   Manage meetings
- BSBPEF502 Develop and use emotional intelligence
- BSBCMM411 Make presentations
- BSMKG541   Identify and evaluate marketing opportunities

Appendix A: Diploma of Business

BSB50120 DIPLOMA OF BUSINESS

BARRINGTON COLLEGE AUSTRALIA

Course Overview
The BSB50120 Diploma of Business provides students with a sound overview of the business sector and prepares them for employment opportunities across a range of business disciplines. The Diploma can also be used as a pathway into university and may provide academic credit towards undergraduate study.

Students undertake Diploma of Business studies at school alongside their regular senior school curriculum.

Course Structure | 12 units

Core Units I 5 units
BSBCRT511	Develop Critical Thinking in Others
BSBFIN501	Manage Budgets and Financial Plans
BSBOPS501	Manage Business Resources
BSBXCM501	Lead Communication in the Workplace
BSBSUS511	Develop Workplace Policies and Procedures for Sustainability

Elective Units I 7 units
BSBHRM525	Manage Recruitment and Onboarding
BSBOPS504	Manage Business Risk
BSBPMG430	Undertake Project Work
BSBTWK503	Manage Meetings
BSBPEF502	Develop and Use Emotional Intelligence
BSBCMM411	Make Presentations
BSBMKG541	Identify and Evaluate Marketing Opportunities

Course Duration
Up to 18 months with classes delivered at your school campus alongside self-paced study (5-6 terms).

Course Availability
The course is available to in-school students.

Why Study a Diploma of Business?

- A recognised leader in the delivery of in-school vocational programs.
- Established university pathways.
- Qualification provides students with ATAR equivalency and up to eight QCE points.
- Potential academic credit towards university undergraduate degrees.
- Achieve a nationally accredited qualification while still at high school.
- Personalised study experience and strong student support.
- Competency-based learning that prepares students for the workplace and entrepreneurial pursuits.
- CRICOS-registered college for international students.

Student Testimonials
Students who graduated with their Diploma of Business qualification from Barrington College Australia.

"My experience with Barrington College could not have been better. The classes were inclusive and interactive with both self-study and group work. The course was great in the fact that it did not impede on other school classes and most of the study was completed during class time. I had no idea what I was going to study at university, but I found such an interest in business through my diploma studies that I chose to enrol in a Bachelor of Business at university."

Callum Moloney (Former student at Somerset College)

"I commenced my Diploma of Business at the start of Year 11 and was able to complete it in 12 months without compromising on commitments to school work or curricular activities. For me, the course assisted with my future studies - it not only provided a place in university, it also provided credit towards my business degree. I highly recommend Barrington College's Diploma of Business. It's an excellent course."

Sarah Ledingham (Former student at St Hilda's Anglican School)

Barrington College Australia

Barrington College Australia is a boutique provider of vocational education that has proudly been delivering in-school programs to senior school students since 2014.

We currently partner with a range of private, independent and public schools throughout Brisbane and the Gold Coast.

In addition to our in-school programs, we have a business campus in Brisbane and a purpose-built hospitality and business campus on the Gold Coast where we offer a wide range of study options.
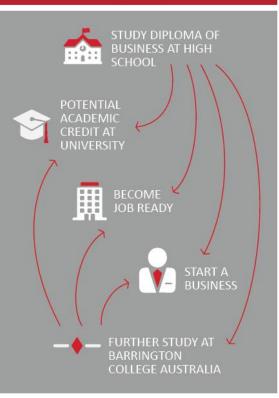
Course Fees

Domestic students
Tuition fees: $2,250.00
Enrolment fee (non-refundable): $250.00
Total: $2,500.00
A monthly instalment plan payment option is available for an additional charge of $100

International students
Tuition fees: $2,450.00
Enrolment fee (non-refundable): $300.00
Total: $2,750.00
A monthly instalment plan payment option is available for an additional charge of $100

PATHWAYS

- STUDY DIPLOMA OF BUSINESS AT HIGH SCHOOL
- POTENTIAL ACADEMIC CREDIT AT UNIVERSITY
- BECOME JOB READY
- START A BUSINESS
- FURTHER STUDY AT BARRINGTON COLLEGE AUSTRALIA

YOUR NEXT STEP

For further information on the Diploma of Business (In-School Program), please contact your school's designated representative.

Alternatively, you can contact our Future Students department by telephone on 07 5562 5700 or by email at schools@barringtoncollege.edu.au

APPLICATION FORM

GOLD COAST CAMPUS TOUR

Barrington College Australia

Telephone: 07 5562 5700 | www.barringtoncollege.edu.au | schools@barringtoncollege.edu.au | RTO:45030 | CRICOS: 03552K

Gold Coast: 59-73 Meron Street, Southport, Queensland 4215

Brisbane: Level 13, 288 Edward St, Brisbane City QLD 4000

Appendix B: Certificate III in Business & Certificate II in Tourism

Binnacle Training 2024 Course Snapshot

BSB30120 CERTIFICATE III IN BUSINESS + SIT20122 CERTIFICATE II IN TOURISM

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetable Line

Units of Competency:
Dual Qualification - 21 Units (plus 2 Optional Additional Units*)

Suitable Year Level(s):
Year 11 and 12

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

Cost (Fee-For-Service):
$265.00 per person (Cert II qualification = $225 + Cert III Gap Fee = $40)

QCE Outcome:
Maximum 10 QCE Credits

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

TERM 1
TOPICS
› Introduction to the Business Services Industry
› Introduction to Entrepreneurship and Business
› Introduction to Personal Finances
› Introduction to Tourism

PROJECTS
› Research Business Topics

TERM 2
TOPICS
› Source, Use and Present Information on the Tourism and Travel Industry
› Public Activities and Events
› Business Software Applications and Research

PROJECTS
› Business Start-Up Research
› Tourism Industry Research
› Present Information at an Industry Event

TERM 3
TOPICS
› Workplace Health and Safety
› Sustainable Work Practices

PROJECTS
› WHS Processes at the 'Go! Regional' Travel Expo

TERM 4
TOPICS
› Providing Information to Visitors and Customers
› Interacting with Customers
› Showing Social and Cultural Sensitivity

PROJECTS
› Go! Travel 'VIP' Information Evening
› Interact with Customers at the Go! Travel Agency
› Show Social and Cultural Sensitivity in the Tourism Industry

QUALIFICATION SCHEDULED FOR FINALISATION
SIT20122 CERTIFICATE II IN TOURISM

TERM 5
TOPICS
› Inclusive Work Practices
› Engage in Workplace Communication

PROJECTS
› Inclusivity and Communication in the Workplace

TERM 6
TOPICS
› Work in a Team
› Critical Thinking Skills

PROJECTS
› Critical Thinking at Go! Travel

TERM 7
TOPICS
› Designing and Producing Business Documents
› Producing Simple Documents

PROJECTS
› Binnacle Boss - Business Proposal

UNITS OF COMPETENCY

SITTIND003	Source and use information on the tourism and travel industry	BSBPEF301	Organise personal work priorities
CUAEVP211	Assist with the staging of public activities or events	BSBPEF201	Support personal wellbeing in the workplace
SITXCOM006	Source and present information	BSBWHS311	Assist with maintaining workplace safety
BSBTEC201	Use business software applications	BSBSUS211	Participate in sustainable work practices
BSBTEC203	Research using the internet	BSBTWK301	Use inclusive work practices
SITXCCS009	Provide customer information and assistance	BSBXCM301	Engage in workplace communication
SITXWHS005	Participate in safe work practices	BSBXTW301	Work in a team
SITXCOM007	Show social and cultural sensitivity	BSBCRT311	Apply critical thinking skills in a team environment
SITXCCS011	Interact with customers	BSBTEC301	Design and produce business documents
SITXCCS010	Provide visitor information	BSBWRT311	Write simple documents
SITXCOM008	Provide a briefing or scripted commentary		

OPTIONAL ADDITIONAL UNITS OF COMPETENCY

BSBCMM411	Make presentations*	BSBPEF402	Develop personal work priorities*

Please note this 2024 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: www.binnacletraining.com.au/rto

Appendix C: Certificate III in Sport, Aquatics and Recreation & Certificate II in Sport and Recreation

Binnacle Training 2024 Course Snapshot

SIS30122 CERTIFICATE III IN SPORT, AQUATICS AND RECREATION + SIS20122 CERTIFICATE II IN SPORT AND RECREATION

(or as Standalone Qualification: SIS30122 Certificate III in Sport, Aquatics and Recreation)

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

Units of Competency:
Standalone Qualification -15 Units
Dual Qualification - Additional 3 Units*

Suitable Year Level(s):
Year 11 and 12

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

Cost (Fee-For-Service):
$335.00 per person (Cert II entry qualification = $265.00 + Cert III Gap Fee = $70.00)
(+ First Aid $55.00)

QCE Outcome:
Maximum 7 QCE Credits.
› Completing the Term 7 Add-on as well can result in a maximum 8 QCE Credits

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

TERM 1
TOPICS
› Introduction to Training Programs
› Introduction to the Sport, Fitness and Recreation (SFR) Industry
PROGRAMS
› Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions
› SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions

TERM 2
TOPICS
› Introduction to Community Programs
› Introduction to Conditioning Programs
PROGRAMS
› Community SFR Program: Assist with Delivering Community SFR Sessions
› Conditioning Program: Participate in Conditioning Sessions

TERM 3
TOPICS
› Working in the SFR Industry
› Providing Quality Service in the SFR Industry
PROGRAMS
› Group Conditioning Program: Plan and Deliver Group Conditioning Sessions
› One-on-one Cardio Program: Plan and Deliver a Cardio Programl

TERM 4
TOPICS
› Anatomy and Physiology - The Musculoskeletal System
› First Aid Course: HLTAID011 Provide First Aid
PROGRAMS
› Recreational Group Exercise Program

QUALIFICATION SCHEDULED FOR FINALISATION
SIS20122 CERTIFICATE II IN SPORT AND RECREATION

TERM 5
TOPICS
› Plan and Conduct Sports Programs
› Apply Knowledge of Officiating Practices
PROGRAMS
› Group Sports Program (Teacher Facilitated)
› Use and Maintain Business Technology (Additional Project)
› Community Officiating General Principles (Online Course)

TERM 6
TOPICS
› Plan and Deliver a Sports Competition
› Community SFR Program
PROGRAMS
› Community SFR Program #2: Plan and Conduct Community SFR Sessions for Participants
› Round Robin Tournament

TERM 7
ADD-ON: 2 x Units of Competency
TOPICS
› Sport-Specific Coaching Sessions
› Personal Development
› Workplace Performance
PROGRAMS
› Sport-Specific Coaching Program

UNITS OF COMPETENCY			
HLTAID011	Provide First Aid	BSBPEF302	Develop self-awareness
SISXIND011	Maintain sport, fitness and recreation knowledge	BSBTWK201	Work effectively with others
BSBPEF301	Organise personal work priorities	SISSSCO001	Conduct sport coaching sessions with foundation level participants
SISSPAR009	Participate in conditioning for sport	SISOFLD001	Assist in conducting recreation sessions*
BSBPEF202	Plan and apply time management*	SISXPLD004	Facilitate groups
BSBSUS211	Participate in sustainable work practices*	BSBWHS308	Participate in WHS hazard identification, risk assessment and risk control processes
HLTWHS001	Participate in workplace health and safety	SISXIND009	Respond to interpersonal conflict
SISXFAC006	Maintain activity equipment	SISXPLD002	Deliver recreation sessions
SISXCCS004	Provide quality service	TERM 7 ADD-ON UNITS OF COMPETENCY	
SISXEMR003	Respond to emergency situations	BSBPEF201	Support personal wellbeing in the workplace
*For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)		HLTAID009	Provide cardiopulmonary resuscitation *(Completed as part of Provide First Aid - HLTAID011)*

Please note this 2024 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: www.binnacletraining.com.au/rto

Appendix D: Certificate II in Health Support Services & Certificate III in Health Services Assistance

START YOUR CAREER IN HEALTH

(HLT33115)
CERTIFICATE III IN HEALTH SERVICES ASSISTANCE

1 YEAR PROGRAM
Upon completion of your HLT23221 Certificate II in Health Support Services

FEE FOR SERVICE
Fee-for-Service (not government subsidised)

$499.00

Scholarships available

OUR PARTNERS

Seed FOUNDATION AUSTRALIA
Growing the Health Workforce of Australia's First People

CnG Employment

What do students achieve
- Certificate III - Health Services Assistance (HLT33115)
- First Aid and CPR certificate
- This course may also contribute to your Senior Certificate of Education

(Up to date COVID19 & other vaccinations required if you are completing a placement)

Skills acquired
- Recognise healthy body systems
- Interpret and apply medical terminology
- Working with diverse people
- Health promotion
- Conducting health checks
- Infection Control
- Customer service
- Individualised support

Employment
This qualification reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients. Health services assistance involves the worker in direct client contact under supervision.

Pathways to further study
A range of other certificate level qualifications in:
- Health
- Community Services
- Disability
- Aged Care
- Health Administration

Tertiary level qualifications:
- Eg Bachelor Degree

Want more information? Email schools@connectngrow.edu.au   Phone 1300 283 662

Connect 'n' Grow ®
MAKING HEALTH PATHWAYS HAPPEN THROUGH QUALITY EDUCATION
RTO 40518

VOCATIONAL EDUCATION TRAINING IN HEALTH AND COMMUNITY SERVICES
www.connectngrow.edu.au

Skills Assure

HLT33115 Certificate III in Health Services Assistance
(including HLT23221 Certificate II in Health Support Services)

Qualification description

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.

Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework.

International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.

Duration and location

This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow®.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face training
- practicals and scenarios
- online learning

Fees

The total Fee For Service cost of these courses [Cert II and Cert III] is $998.

Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow® to explore potential options.

QCE Points

Maximum 8 (up to 4 points for completion of the Certificate II and up to a further 4 points for completion of the Certificate III).

Course units Year 1 (Certificate II units)

Unit code	Title
CHCCOM005	Communicate and work in health or community services (Credit Transfer)
HLTWHS001	Participate in workplace health and safety (Credit Transfer)
CHCDIV001	Work with diverse people (Credit Transfer)
HLTINF006	Apply basic principles and practices of infection prevention and control (Credit Transfer)
CHCCCS010	Maintain a high standard of Service (Credit Transfer)
HLTHSS011	Maintain stock inventory (Credit Transfer)

Course units Year 2 (Certificate III units)

Unit code	Title
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
BSBPEF301	Organise personal work priorities
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation
HLTAID010	Provide basic emergency life support
CHCINM002	Meet community information needs
CHCCCS009	Facilitate responsible behaviour
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

Assessment

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questionnaires
- written and practical tasks

Work experience

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability.

Connect 'n' Grow® considers industry experience to be a very important inclusion of the Certificate III qualifications.

Pathways

Potential options may include:
- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (B.Nursing)
- entry level employment within the health industry.

Obligation

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

Appendix E: Certificate II in Cookery

VET IN SCHOOLS (VETiS) PROGRAM

SIT20421 - Certificate II in Cookery

AT A GLANCE

- 6-12 Months
- Classroom Delivery
- No Contribution

CAREER OPPORTUNITIES

- Catering Assistant
- Kitchen Hand
- Chef's Assistant
- Sandwich Hand
- Fast Food Cook
- Food Attendant
- Café Worker

Course Overview

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

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

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

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

Course Delivery

The SIT20421 - Certificate II in Cookery is delivered within 6 - 12 months.

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

Eligibility Criteria

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

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

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

Course Requirements

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

Core Units

SITHCCC023	Use food preparation equipment *
SITHCCC027	Prepare dishes using basic methods of cookery *
SITHCCC034	Work effectively in a commercial kitchen ** #
SITHKOP009	Clean kitchen premises and equipment *
SITXFSA005	Use hygienic practices for food safety
SITXINV006	Receive, store and maintain stock *
SITXWHS005	Participate in safe work practices

Elective Units

SITHCCC024	Prepare and present simple dishes *
SITHCCC025	Prepare and present sandwiches *
SITHCCC028	Prepare appetisers and salads *
SITXFSA006	Participate in safe food handling practices
SITXCOM007	Show social and cultural sensitivity
SITXCCS011	Interact with customers

Prerequisite is SITXFSA005 - Use hygienic practices for food safety
*** Prerequisites are SITHCCC027 - Prepare dishes using basic methods of cookery and SITXFSA005 - Use hygienic practices for food safety*
 # Students are required to complete 12 service periods

Vocational Education and Training in Schools (VETiS) Program

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

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

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

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

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

For more information on the VETiS program and FAQs, visit the Queensland Government website at https://desbt.qld.gov.au/training/training-careers/incentives/vetis.

Fees

There are no student fees applicable for this course.

TIMETABLE – Trinity Lutheran College 2023

SIT20421 – Certificate II in Cookery

Term – Dates	Units	Duration
Term 1		
2 weeks	**SITXFSA005** – Use hygienic practices for food safety	Complete Term 1
2 weeks	**SITXWHS005** – Participate in safe work practices	Complete Term 1
2 weeks	**SITHKOP009** – Clean kitchen premises and equipment	Complete Term 1
Ongoing	**SITHCCC034** – Work effectively in a commercial kitchen	Complete Term 4
Term 2		
Ongoing	**SITHCCC023** – Use food preparation equipment	Complete Term 3
Ongoing	**SITHCCC027** – Prepare dishes using basic methods of cookery	Complete Term 2
2 weeks	**SITXFSA006** – Participate in safe food handling practices	Complete Term 2
Ongoing	**SITHCCC024** – Prepare and present simple dishes	Complete Term 3
Term 3		
Ongoing	**SITHCCC025** – Prepare and present sandwiches	Complete Term 3
Ongoing	**SITHCCC028** – Prepare appetisers and salads	Complete Term 3
2 weeks	**SITXINV006** – Receive, store and maintain stock	Complete Term 3
Term 4		
2 weeks	**SITXCOM007** – Show social and cultural sensitivity	Complete Term 4
3 weeks	**SITXCCS011** – Interact with customers	Complete Term 4
	All logbooks and service periods completed and submitted	

Appendix F: Certificate III Hospitality

SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS

SIT30622 - Certificate III in Hospitality

AT A GLANCE

- 12-24 Months
- On-The-Job Delivery
- Up to 8 credits towards QCE

CAREER OPPORTUNITIES

- Restaurant Host
- Function Host
- Bar Attendant
- Waiter
- Function Attendant
- Cafe Attendant
- Food and Beverage Attendant

Course Overview

The hospitality industry is one of the biggest industries across the world and a strong demand for skilled hospitality workers is rapidly increasing.

The SIT30622 – Certificate III in Hospitality provides you with an opportunity to discover exciting career pathways working in hospitality settings such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops.

There is no telling where a career in this industry could take you!

Course Delivery

The SIT30622 - Certificate III in Hospitality is delivered over 12 - 24 months. Trainers will deliver training at school and/or on the job with regular workplace visits.

Entry Requirements

- ⊘ School Principal or authorised representative, must support and give approval for the SAT
- ⊘ Some training and/or work must take place during school hours
- ⊘ The employer, student and parent (if applicable and appropriate) must commit to the minimum paid work requirements
- ⊘ The consent of the parent of guardian (if applicable and appropriate) is required where the student is under the age of 18

Eligibility Criteria

- ⊘ Student currently attending school (Years 10, 11 or 12)
- ⊘ Student progressing towards the attainment of a QCE or equivalent and a vocational qualification

Skills Assure
Proud to be a Queensland Government subsidised training provider

NATIONALLY RECOGNISED TRAINING

Aurora Training Institute © 2022 | 1300 936 864 | admin@aurora.edu.au | aurora.edu.au | RTO Provider 32237 | Version3_280323

Course Requirements

To achieve a SIT30622 - Certificate III in Hospitality, 15 units must be completed including 6 core units and 9 elective units.

Core Units (6 Units)

SITHIND006	Source and use information on the hospitality industry	SITXCOM007	Show social and cultural sensitivity
SITHIND008	Work effectively in hospitality service #	SITXHRM007	Coach others in job skills
SITXCCS014	Provide service to customers	SITXWHS005	Participate in safe work practices

Elective Units (9 Units)

Students must complete 1 unit from Group A, 6 units from Group B and 2 units from Group B, Group C or Other Electives.

Group A

SITXFSA005   Use hygienic practices for food safety

Group B

Client and Customer Service & Sales

SIRXPDK001   Advise on products and services
SIRXSLS001   Sell to the retail customer
SITXCCS010   Provide visitor information

Commercial Cookery and Catering & Kitchen Operations

SITHCCC024   Prepare and present simple dishes *
SITHCCC025   Prepare and present sandwiches *
SITHCCC028   Prepare appetisers and salads *
SITHKOP009   Clean kitchen premises and equipment *

Food and Beverage

SITHFAB021   Provide responsible service of alcohol
SITHFAB022   Clean and tidy bar areas *
SITHFAB023   Operate a bar ** ##
SITHFAB024   Prepare and serve non-alcoholic beverages * ##
SITHFAB025   Prepare and serve espresso coffee *
SITHFAB027   Serve food and beverage * ###

Food Safety

SITXFSA006   Participate in safe food handling practices

Group B (continued)

Gaming

SITHGAM022   Provide responsible gambling services

Group C

Communication and Teamwork

BSBCMM211   Apply communication skills

Computer Operations and ICT Management

BSBTEC201   Use business software applications

Environmental Sustainability

BSBSUS211   Participate in sustainable work practices

Finance

SITXFIN007   Process financial transactions

Inventory

SITXINV006   Receive, store and maintain stock *

Other Electives

BSBPEF201   Support personal wellbeing in the workplace

* Prerequisite is SITXFSA005 - Use hygienic practices for food safety
** Prerequisites are SITXFSA005 - Use hygienic practices for food safety and SITHFAB021 - Provide responsible service of alcohol

\# Students are required to complete 36 service periods
\#\# Students are required to complete 3 service periods
\#\#\# Students are required to complete 5 service periods

User Choice Program

Under the User Choice program, the Queensland Government provides a public funding contribution towards the cost of training for eligible Queensland apprentices and trainees.

Aurora Training Institute is a Skills Assure supplier under this program for the delivery of this Certificate III qualification as a traineeship pathway for new and existing employees.

Students attending school have only one opportunity for funding as a school-based apprentice or trainee under the User Choice program.

For more information on the User Choice program visit the Queensland Government website at https://desbt.qld.gov.au/training/training-careers/incentives/userchoice

Co-Contribution Fee

When studying a School-based apprenticeship or traineeship you are exempt from paying co-contribution fees under the User Choice program whilst still at school but may be required to pay fees if the training contract is converted to full-time or part-time. Aurora Training Institute may advise you if exemptions apply.

The Co-Contribution Fee under the User Choice program is dependent on the elective choice. Fees are paid at a rate of $1.60 per nominal hour. This fee represents the total cost to the student to enrol, undertake training and be awarded the qualification.

The contribution fee may be paid on behalf of the student by their employer or a third party unrelated to Aurora Training Institute.

SIT30622 - Certificate III in Hospitality

Term – Dates	Units		Duration
Term 1			
2 weeks	**SITXCCS014** – Provide service to customers		Complete Term 1
2 weeks	**SITHIND008** – Work effectively in hospitality service		Complete Term 1
2 weeks	**SITHFAB021** – Provide responsible service of alcohol		Complete Term 1
Term 2			
Ongoing	**SITHFAB025** – Prepare and serve espresso coffee		Complete Term 3
Ongoing	**SITHFAB027** – Serve food and beverage		Complete Term 2
2 weeks	**SITHGAM002** – Provide responsible gambling services		Complete Term 2
Term 3			
Ongoing	**SITHIND006** – Source and use information on the hospitality industry		Complete Term 3
Ongoing	**SITXHRM007** – Coach others in job skills		Complete Term 3
2 weeks	Complete all shifts for **SITHIND008 & SITHFAB027**		Complete Term 3
Units which have been credit transferred from SIT20421 - Certificate II in Cookery			
SITXCOM007 – Show social and cultural sensitivity		**SITXFSA005** – Use hygienic practices for food safety	
SITXWHS005 – Participate in safe work practices		**SITHCCC024** – Prepare and present simple dishes	
SITHCCC025 – Prepare and present sandwiches		**SITHCCC028** – Prepare appetisers and salads	
SITHKOP009 – Clean kitchen premises and equipment			