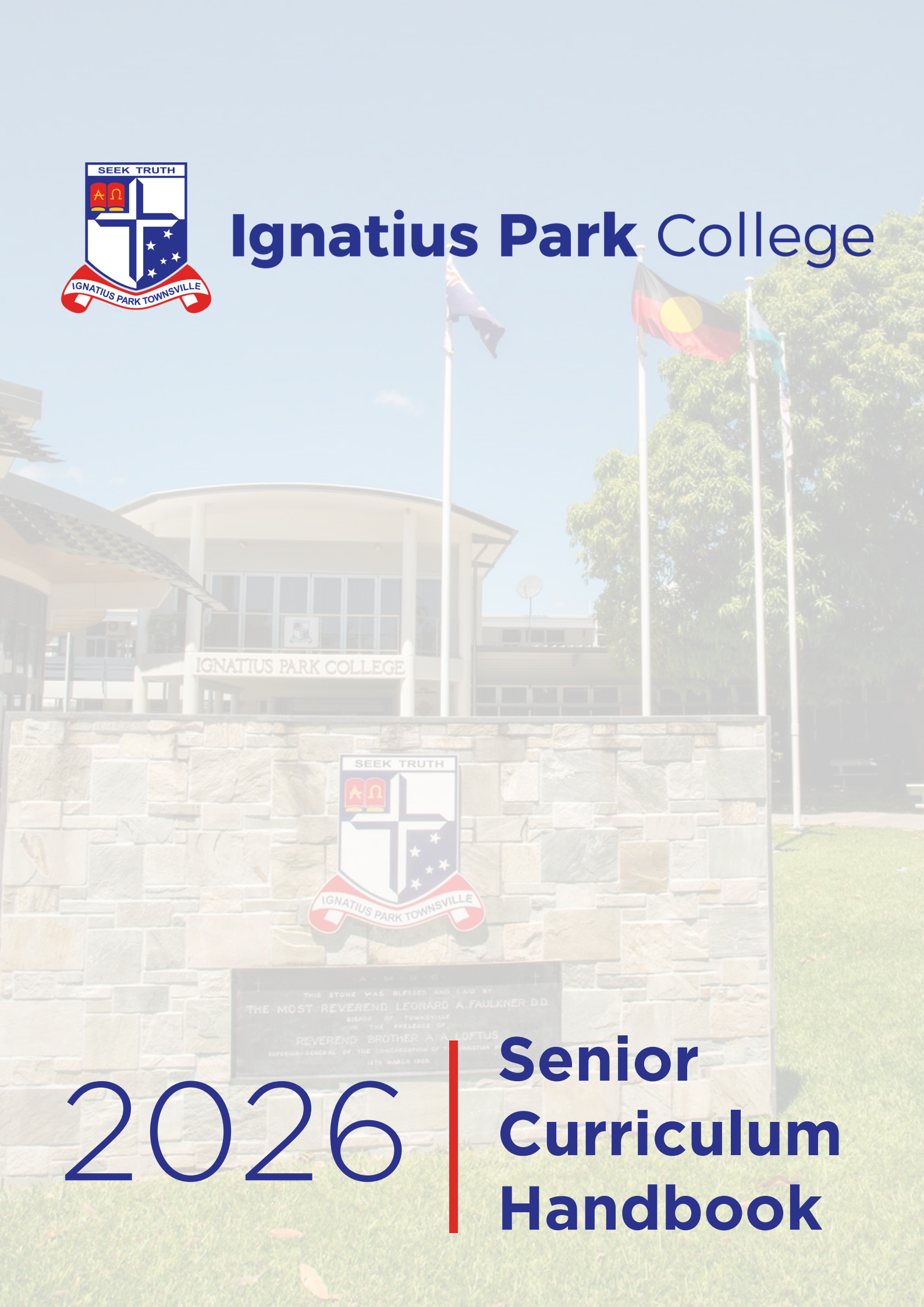
# Ignatius Park College




# 2026 Senior Curriculum Handbook

# Contents


# SENIOR SUBJECTS

## Years 11 & 12

### Selecting a Senior Schooling Pathway

Ignatius Park College offers varied and flexible Senior Schooling Pathways. The pathway a student chooses should align with his career goals, interests and current academic capabilities.

Most students will undertake one of the three learning pathways below. In each of these pathways students with undertake a traditional timetable of six subjects.

### ATAR Tertiary Pathway

This pathway is suitable for students who intend to undertake tertiary studies post-school and gain entry into University via their ATAR. To be ATAR eligible, students undertake one of the following subject combinations:

- At least 5 QCAA General Subjects, or
- At least 4 QCAA General Subjects and one Applied Subject
- At least 4 QCAA General Subjects and 1 Vocational Education and Training (VET) qualification at Certificate III level or higher.

**Please note:**

- The College strongly encourages students on a Tertiary Pathway to select a minimum of 5 General Subjects
- An ATAR pathway is only one method of obtaining entrance to Tertiary Education. Students on all other pathways may still be eligible to undertake tertiary studies post-school.

### How are ATAR's Calculated?

At the end of Unit 3 and 4, students' ATAR is calculated on one of the following combinations of subjects and/or certifications:

**5 Best General Subjects**

**4 Best General Subjects + 1 Applied Subject**

**4 Best General Subjects & 1 Certificate III, IV or Diploma**

English does not have to be one of the 5 best, but a satisfactory result in any approved English study program must be achieved to receive an ATAR. University pre-requisites will determine which a student studies.

## Skills & Training Pathway

Skills and Training Pathway students will undertake:

- At least one nationally accredited VET qualification.
- No more than three (3) General Subjects.
- Four (4) weeks Industry Placement per year.

Skills and Training Pathway students have traditionally intended to seek employment after school. Increasingly, however, it is becoming more common for students to use their training and qualifications as a stepping stone for further studies after school (eg. TAFE, Tertiary). Students on this pathway will be not eligible to receive an ATAR.

## Flexible Pathway

Students can apply to have individual, flexible timetables approved. These students will only select five (5) school- based subjects and undertake additional education and/ or training through an external provider. External training and education may include, but is not limited to:

- James Cook University, JCU Now / Central Queensland University, CQU Sun Program: 1st Year University subjects
- TAFE at School VET Qualifications
- School Based Apprenticeship and Traineeships
- Qualifications in Diplomas and / or Certificate III

**Please note:**

- Students must meet course prerequisites and attain approval from the College to undertake a Flexible Timetable.
- There are additional course fees set by external providers for Flexible Pathways Options.
- Students may be required to attend training at venues other than IPC at times set by the external provider. These times may clash with timetable school lessons or may even be outside timetables College hours.

For more information on Flexible Pathway options please contact Faculty Leader Skills and Training, Mrs Kristy Clarke and or Careers Advisor, Ms Sheena King.

## Senior School Subjects

Over Years 11 and 12, senior students at Ignatius Park College will generally undertake subjects from the following categories:

| |
|---|
| General Subjects |
| Applied Subjects |
| Vocational Education & Training (VET) |
| QCAA Short Courses |

## General Subjects

General Subjects are designed to prepare students for tertiary studies (eg. university) after their senior secondary schooling.

Despite this, students on a vocational education and/or work pathway may, and often do, still undertake General Subjects

## Applied Subjects

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

## Vocational Education and Training (VET)

Students can undertake VET Qualifications either through Ignatius Park College as the Registered Training Organisation (RTO) or with an external provider. The VET Qualifications are competency-based and range from Certificate I to Diploma level. These electives often have a more practical focus, targeting vocational skills for particular occupations or semi- professional training. These courses enable the student to exit the College with a qualification or statement of attainment. VET qualification at Certificate III level or above may also contribute towards an Australian Tertiary Admission Rank (ATAR).

## QCAA Short Courses

Some students may also undertake short courses developed to meet a specific curriculum need. They are largely suited to students interested in pathways that lead to vocational education and training and establish a basis for further education and employment.

## Senior Schooling Certification

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

- Statement of Results.
- Queensland Certificate of Education (QCE).
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see: www.qcaa.qld.edu.au/senior/certificates-qualifications/sep . The overview of the College's Studies Program can be found below.

## Statement of Results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study (usually at the end of Year 12). A new statement of results is issued to students after each QCAA-developed course of study is completed.

## 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 this Certificate during post-school learning. 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.

All QCAA certification is issued in December of a student's final year of senior schooling.

# YEAR 11 & 12 SUBJECTS ON OFFER

## Core Subjects (2 subjects to select: 1 English, 1 Mathematics)

| | | | |
|---|---|---|---|
| **English** | English (General) | Literature (General) | Essential English (Applied) |
| **Mathematics** | Mathematical Methods (General) | General Mathematics (General) | Essential Mathematics (Applied) |

## Elective Subjects (4 subjects to select)

| General Subjects | Applied Subjects | VET Subjects |
|---|---|---|
| Biology<br>Chemistry<br>Design<br>Digital Solutions<br>Economics<br>Engineering<br>Film, Television and New Media<br>Geography<br>Japanese<br>Legal Studies<br>Modern History<br>Music<br>Physical Education<br>Physics<br>Psychology<br>Specialist Mathematics<br>Study of Religion<br>Visual Art | Information and Communication Technology<br>Hospitality Practices<br>Furnishing Skills<br>Industrial Graphics Skills<br>Industrial Technology Skills<br>*Religion and Ethics<br>Sport and Recreation<br>Science in Practice<br>Drama in Practice<br>Social and Community Studies | Certificate III in Business<br>Certificate II in Construction Pathways<br>Certificate II in Engineering Pathways<br>Certificate III in Fitness/ Certificate II in Sport Coaching<br>Certificate III in Sport Coaching/Certificate II Sport Coaching |

*Students who do not choose Study of Religion as an elective, will complete Religion and Ethics as part of our timetabled Catholic Study. Students cannot choose this subject as an elective.

GENERAL SUBJECT

# English

## Why Study This Subject?

English offers students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students are offered opportunities to develop this capacity by drawing on a repertoire of resources to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

The subject of 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.

**Year Level / Unit:**
11 and 12

**Recommended:**
C Standard in Year 10 English.

**ATAR Contributor:**
Yes

**Maximum QCE Points:**
4

**Assessment Techniques:**

- Spoken persuasive response
- Written response for public audience
- Examination – extended response - imaginative
- External Examination – extended response – analytical (25%)

**Post Secondary Pathways:**
English is suited to students who are interested in tertiary, and some vocational, post-school pathways. The broad nature of the subject means that it prepares students for a wide-range of post-school careers. Along with developing students' written and spoken skills, the subject encourages students to think creatively, critically, and to develop an intellectual curiosity in the world. It promotes open-mindedness, flexibility, and other skills and ways of thinking that help students prepare for life-long learning and global citizenship.

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | Perspectives and texts |
| **UNIT 2** | Texts and culture |
| **UNIT 3** | Textual connections |
| **UNIT 4** | Close study of literary texts |

# Literature

## Why Study This Subject?

Literature provides students who are particularly interested in literary texts an opportunity to further develop their independence and creative skills. It is an alternative choice to English, which has a broader focus, and still allows students to access the same post-school tertiary pathways. The course is for students who enjoy thinking innovatively about texts and engaging with the aesthetics of texts. Students will be required to think critically about the perspectives within texts and to challenge ideas and interpretation of texts.

**Year Level / Unit:**
11 and 12

**Recommended:**
C Standard in Year 10 English.

**ATAR Contributor:**
Yes

**Maximum QCE Points:**
4

**Assessment Techniques:**

- Examination – extended written response
- Imaginate response
- Examination – imaginative response
- External Examination – extended response – analytical (25%)

**Post Secondary Pathways:**
Literature is suited to students who are interested in tertiary post-school pathways. Along with developing students' written and spoken skills, the subject encourages students to think creatively, critically, and promotes imagination and intellectual flexibility.

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | Introduction to literary studies |
| **UNIT 2** | Intertextuality |
| **UNIT 3** | Literature and identity |
| **UNIT 4** | Independent explorations |

APPLIED SUBJECT

# Essential English

## Why Study This Subject?

Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to vocational education work. The course helps students to develop their understanding of language, literature, and literacy and builds their skills in interacting with others in everyday, community, and social contexts. Students are encouraged to view language and texts as relevant to their lives and they challenged to understand, accept, or criticise the values and attitudes within the texts they examine.

**Year Level / Unit:**
11 and 12

**Recommended:**
Nil

**ATAR Contributor:**
Possible

**Maximum QCE Points:**
4

Students who complete a unit of this course of study with a grade of C or better with meet the literacy requirement for QCE.

**Assessment Techniques:**
- Spoken responses
- Examination – short response
- Multimodal response
- Written response
- Common Internal Assessment (CIA)

**Post Secondary Pathways:**
- Apprenticeships
- Employment pathways

## What do students study?

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
- Skills to choose generic structures, language, language features and technologies to best convey meaning
- Effective use of language to produce tets for a variety of purpose 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.

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | Language that works |
| **UNIT 2** | Texts and human experiences |
| **UNIT 3** | Language that influences |
| **UNIT 4** | Representations and popular culture texts |

# Essential Mathematics

## Why Study This Subject?

Essential Mathematics focuses on developing skills that go beyond traditional 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.

## What do students study?

Essential Mathematics is an applied subject suited to students who are interested in pathways beyond Year 12 that lead to 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.

**Year Level / Unit:**
11 and 12

**Recommended:**
Nil

**ATAR Contributor:**
Possible

**Maximum QCE Points:**
4

**Assessment Techniques:**

- Problem-solving and modelling tasks (PSMT)
- Exams
- Common Internal Assessment (CIA)

**Post Secondary Pathways:**
Essential Mathematics is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education, or work. 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 will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | Number, data and graphs |
| **UNIT 2** | Data and travel |
| **UNIT 3** | Measurement, scales and chance |
| **UNIT 4** | Graphs, chance and loans |

GENERAL SUBJECT

# General Mathematics

## Why Study This Subject?

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

**Year Level / Unit:**
11 and 12

**Recommended:**
C Standard in Year 10 General Mathematics or Mathematical Methods.

**ATAR Contributor:**
Yes

**Maximum QCE Points:**
4

**Assessment Techniques:**
- Problem-solving and modelling tasks
- Examinations
- External Examination (50%)

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

## What do students study?

General Mathematics covers mathematical knowledge in the areas of 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.

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | Money, measurement, algebra and linear equations |
| **UNIT 2** | Applications of linear equations and trigonometry, matrices and univariate data analysis |
| **UNIT 3** | Bivariate date and time series analysis, sequences and Earth Geometry |
| **UNIT 4** | Investing and networking |

# Mathematical Methods

## Why Study This Subject?

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

**Year Level / Unit:**
11 and 12

**Recommended:**
B Standard in Year 10 Mathematical Methods is recommended

**ATAR Contributor:**
Yes

**Maximum QCE Points:**
4

## What do students study?

Mathematical Methods covers mathematical knowledge in the areas of 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 of 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

**Assessment Techniques:**
- Problem-solving and modelling tasks
- Examinations
- External Examination (50%)

**Post Secondary Pathways:**
Mathematical Methods is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education, or work. A course of study in 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.

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | Surds, algebra, functions and probability |
| **UNIT 2** | Calculus and further functions |
| **UNIT 3** | Further calculus and introduction to statistics |
| **UNIT 4** | Further calculus, trigonometry and statistics |

GENERAL SUBJECT

# Biology

## Why Study This Subject?

Biology provides opportunities for students to engage with living systems. Biology aims to develop students':

- sense of wonder and curiosity about life, and a 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.

**Year Level / Unit:**
11 and 12

**Recommended:**
Year 10 Biology, Mathematical / General Mathematics, Year 10 English

**ATAR Contributor:**
Yes

**Maximum QCE Points:**
4

**Assessment Techniques:**
There are four (4) for each Unit (1/2 and 3/4):

- Data Test (10%)
- Student Experiment (20%)
- Research Investigation (20%)
- Examination (50%)

**Post Secondary Pathways:**
Biology is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Biology can establish a basis for further education and employment in fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

## What do students study?

Students explore the structure and function of animal and plant systems at cell and tissue level. They examine their cellular components are related to the need to exchange matter and energy with their immediate environment. Students engage with the responses of the homeostatic mechanisms to stimuli and the human immune system. They gain an understanding of personal and communal responses that are essential to appreciate personal lifestyle choices and community health.

Students describe and explain the biodiversity within ecosystems and interactions. They investigate a range of biotic and abiotic components, adaptations of organisms to their environment, and determine how classification systems are used to identify organisms and aid scientific communication. Students link their knowledge from previous units with concepts of heredity and explore the continuity of life on Earth.

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | Cells and Multicellular Organisms |
| **UNIT 2** | Maintaining the internal environment |
| **UNIT 3** | Biodiversity and the interconnectedness of life |
| **UNIT 4** | Heredity and continuity of life |

# Chemistry

## Why Study This Subject?

Chemistry is the study of materials and their properties and structure. 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 factor that affect chemical systems and how chemical systems can be controlled to produce desired products
- 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.

## What do students study?

Students will study and explore:

- **Unit 1:** atomic theory, chemical bonding ,the structure and properties of elements and compounds
- **Unit 2:** intermolecular forces, gases, aqueous solutions, acidity, rates of reaction
- **Unit 3:** equilibrium processes, redox reactions
- **Unit 4:** organic chemistry, characteristic chemical properties and chemical reactions displayed by different classes of organic compounds, organic chemical synthens and design

**Year Level / Unit:**
11 and 12

**Recommended:**
Year 10 Chemistry, Mathematical Methods, Year 10 English

**ATAR Contributor:**
Yes

**Maximum QCE Points:**
4

**Assessment Techniques:**
There are four (4) for each Unit (1/2 and 3/4):

- Data Test (10%)
- Student Experiment (20%)
- Research Investigation (20%)
- Examination (50%)

**Post Secondary Pathways:**
Chemistry is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Chemistry can establish a basis for further education and employment in fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | Chemical Fundamentals: Structure, properties and reactions |
| **UNIT 2** | Molecular interactions and reactions |
| **UNIT 3** | Equilibrium, acids and redox reactions |
| **UNIT 4** | Structure, synthesis and design |

GENERAL SUBJECT

# Design

## Why Study This Subject?

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

**Year Level / Unit:**
11 and 12

**Recommended:**
C Standard in Year 10 Design

**ATAR Contributor:**
Yes

**Maximum QCE Points:**
4

Students will learn how design has influenced the economic, social and cultural environment in which they live. Students will develop valuable 21st Century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information and 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 transferable, future- focused thinking skills relevant to a global context.

**Assessment Techniques:**

- Projects
- Examinations
- Practicals
- Folios
- External Examination (25%)

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

## What do students study?

In Unit 1, students will be introduced to design in practice through the experience of applying a design process. 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 design for the needs and wants of an identified person or group. In Unit 4, students will learn about and experience designing in the context of sustainable design. They will use a redesigning approach to design for an opportunity.

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | Stakeholder-centred design |
| **UNIT 2** | Commercial design influences |
| **UNIT 3** | Human-centred design |
| **UNIT 4** | Sustainable design influences |

# Digital Solutions

## Why Study This Subject?

Technologies have been an integral part of society for as long as humans have had the desire to create solutions to improve their own and others' quality of life. Technologies have an impact on people and societies by transforming, restoring and sustaining the world in which we live.

Learning in Digital Solutions provides students with opportunities to create, construct 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.

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.

## What do students study?

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 create 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, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

**Year Level / Unit:**
11 and 12

**Recommended:**
C Standard in Year 10 Digital Solutions

**ATAR Contributor:**
Yes

**Maximum QCE Points:**
4

**Assessment Techniques:**

- Projects
- Examinations
- Practicals
- Folios
- External examination (25%)

**Post Secondary Pathways:**
Digital Solutions is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | Creating with code |
| **UNIT 2** | Application and data solutions |
| **UNIT 3** | Digital innovation |
| **UNIT 4** | Digital impacts |

APPLIED SUBJECT

# Drama in Practice

## Why Study This Subject?

Drama in Practice is a dynamic, hands-on subject designed for senior students with a passion for performance and storytelling. This applied course emphasises experiential learning and the creative process, giving students the opportunity to explore, interpret, and present dramatic works across diverse contexts.

Through active participation in both onstage and offstage roles, students develop skills in performance, stagecraft, collaboration, and production. They engage with how drama conveys meaning and connects with audiences. Real-world experiences—including live performances and creative projects—help students build confidence, foster creativity, and strengthen communication skills.

A central focus of the course is community engagement and professional interaction. Students connect with industry professionals, gaining insights into current practices and pathways toward future study or employment in the creative industries.

**Year Level / Unit:**
11 and 12

**Recommended:**
C Standard in Year 10 English and Drama is recommended

**ATAR Contributor:**
Possible

**Maximum QCE Points:**
4

**Assessment Techniques:**
- Performance – stage and screen
- Directorial and Divising Projects – multimodal, short and extended responses, script writing, reflective artist statement.

**Post Secondary Pathways:**
Drama in Practice is ideal for students interested in theatre, community arts, or pursuing employment in creative industries.

### What do students study?

Through the study of Drama in Practice students will:
- Create, perform, and appreciate drama for various purposes, including entertainment, community events, education, and performance for stage or screen
- Engage with drama to explore and explain key dramatic principles and practices
- Interpret and articulate the meaning of dramatic works
- Apply and demonstrate dramatic techniques across a variety of forms and styles
- Use language effectively to express ideas and perspectives on the world
- Evaluate dramatic works and communicate their meaning with a clear purpose
- Explore production elements such as costume, set design, lighting, sound, and backstage roles

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | Collaboration |
| **UNIT 2** | Community |
| **UNIT 3** | Contemporary |
| **UNIT 4** | Commentary |

# Economics

**Year Level / Unit:**
11 and 12

**Recommended:**
C Standard in Year 10 General Mathematics and English

**ATAR Contributor:**
Yes

**Maximum QCE Points:**
4

**Assessment Techniques:**
- Examination – combination response
- Investigation – research report
- Examination – extended response to stimulus
- External Examination (25%)

**Post Secondary Pathways:**
Economics leads to tertiary studies, vocational education or work. 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.

## Why Study This Subject?

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. This 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 draw conclusions. In the process, students appreciate ideas, viewpoints and values underlying economic issues.

## What do students study?

The field of economics is typically divided into two areas: 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.

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | Topic 1: The basic economic problem<br>Topic 2: Economic flows<br>Topic 3: Market forces |
| **UNIT 2** | Topic 1: Markets and efficiency<br>Topic 2: Case options of market measures and strategies |
| **UNIT 3** | Topic 1: The global economy<br>Topic 2: International economic issues |
| **UNIT 4** | Topic 1: Macroeconomic objectives and theory<br>Topic 2: Economic management |

GENERAL SUBJECT

# Engineering

## Why Study This Subject?

Australia needs enterprising and innovative individuals with the ability to make discerning decisions concerning the development, use and impact of technologies. When developing technologies, these individuals need to be able to work independently and collaboratively to solve complex, open-ended problems. Subjects in the Technologies learning area prepare students to be effective problem-solvers as they learn about and work with contemporary and emerging technologies.

The problem-solving process in Engineering involves the practical application of Science, Technology, Engineering and Mathematics (STEM) knowledge to develop sustainable products, processes and services. Engineers use their technical and social knowledge to solve problems in ways that meet the needs of today's individuals, communities, businesses and environments, without compromising the potential needs of future generations. Students who study Engineering develop technical knowledge and problem- solving skills that enable them to respond to and manage ongoing technological and societal change.

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferable 21st Century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient.

## What do students study?

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem- based learning. Students learn to explore complex, open- ended problems and develop engineered solutions.

They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

## The units that student's study, are listed below:

**Year Level / Unit:**
11 and 12

**Recommended:**
C Standard in Year 10 Mathematical Methods and General Sciences

**ATAR Contributor:**
Yes

**Maximum QCE Points:**
4

**Assessment Techniques:**
- Projects
- Examinations
- Practicals
- Folios
- External Examination (25%)

**Post Secondary Pathways:**
Engineering is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post- school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

| | |
|---|---|
| **UNIT 1** | Engineering fundamentals |
| **UNIT 2** | Emerging technologies |
| **UNIT 3** | Civil structures |
| **UNIT 4** | Machines and mechanisms |

# Film, Television and New Media

## Why Study This Subject?

Film, Television and New Media are our primary sources of information, communication and entertainment. They are important channels for educational and cultural exchange and are vital to our self-expression. Moving-image media enables us to understand and express ourselves and engage meaningfully with others. This subject equips students for a future of unimagined possibilities with highly transferable and flexible skills. Students develop valuable 21st century attributes including:

- Critical and creative thinking
- Communication, collaboration and teamwork skills
- Personal and social skills
- Information and communication technologies skills

**Year Level / Unit:**
11 and 12

**Recommended:**
C Standard in Year 10 English, Film, Television & New Media is recommended

**ATAR Contributor:**
Yes

**Maximum QCE Points:**
4

**Assessment Techniques:**
- Storyboard
- Reflective Statement
- Genre Film
- Music Video
- Multi-platform Project
- External Examination (25%)
- Case Study Investigation

**Post Secondary Pathways:**
Advertising, Design, Education, Film and Television, Public Relations and Journalism, Social Media Content Creator, Videographers, Photographers, Digital Nomads

## What do students study?

Across the course of study, students will develop a range of interrelated skills, processes and critical literacies in Film, Television and New Media. They will draw on a range of contemporary media theories to create meaning in moving- image media production through the study of five key concepts: technologies, representations, audiences, institutions and languages. Students will investigate the structure of story and learn that story forms change according to contexts of production and use. They will also examine historical events, cultural contexts, ideas and aesthetic traditions that have influenced styles and approaches in moving-image media, in a range of local, national and global contexts.

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | **Foundation:** Students learn the codes and conventions used in storytelling and focus on the horror genre |
| **UNIT 2** | **Stories:** Students investigate the ways in which story takes various forms in different contexts and focus on the music video genre |
| **UNIT 3** | **Participation:** Students explore how audiences participate with moving-image media across multiple platforms and focus on multi-platform storytelling |
| **UNIT 4** | **Artistry:** Students experiment with moving-image media technologies to express their artistic identity and focus on foreign film movements |

GENERAL SUBJECT

# Geography

## Why Study This Subject?

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.

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.

## What do students study?

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.

**Year Level / Unit:**
11 and 12

**Recommended:**
C Standard in Year 10 English

**ATAR Contributor:**
Yes

**Maximum QCE Points:**
4

**Assessment Techniques:**
- Examination – combination response
- Field report
- Investigation – data report
- External Examination (25%)

**Post Secondary Pathways:**
Geography is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology and science.

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | Topic 1: Natural hazard zones<br>Topic 2: Ecological hazard zones |
| **UNIT 2** | Topic 1: Challenges facing a place in Australia<br>Topic 2: Challenges facing a megacity |
| **UNIT 3** | Topic 1: Land cover transformations and climate change<br>Topic 2: Managing the local land cover transformations |
| **UNIT 4** | Topic 1: Population challenges in Australia<br>Topic 2: Global population change |

# Japanese

## Why Study This Subject?

Japanese is spoken by a population of approximately 130 million people around the world and is the seventh largest used language in the internet environment. The study of Japanese has particular importance to Australians, both culturally and economically. Japan is Australia's leading trading partner and there are significant cultural ties between the two countries.

The study of Japanese contributes to the overall education of Australian students, particularly in the areas of cross-cultural understanding and communication, cultural literacy and general knowledge. In the study of Japanese, students will encounter differences not present in the study of European languages. The most marked of these differences is the need to learn a non-alphabetic writing system. By studying Japanese students therefore gain enormous insights, by comparison, into their own language and culture, attitudes and values within the wider Australian community and beyond.

The ability to communicate in Japanese may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, tourism and hospitality, banking and finance, technology, education and research, the arts, diplomacy, government, law and media.

**Year Level / Unit:**
11 and 12

**Recommended:**
C Standard in Year 10 Japanese is recommended

**ATAR Contributor:**
Yes

**Maximum QCE Points:**
4

**Assessment Techniques:**
- Short response (in English and Japanese)
- Extended response (written and speaking)
- Multimodal interview
- External Examination (25%)

**Post Secondary Pathways:**
Further study at university level. Students will also gain an advantage in these areas:
- Defence Forces
- Government Agencies
- Diplomacy
- Media and Advertising
- Tourism
- International Business
- Banking and Commerce

## What do students study?

Express and describe :

- Family/carers
- Peers
- Education
- Travel and Exploration
- Social customs
- Japanese Influences around the world
- Lifestyles and Leisure
- The arts, entertainment and sports
- Groups in society
- The present
- Future choices

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | My world |
| **UNIT 2** | Exploring our World |
| **UNIT 3** | Our Society |
| **UNIT 4** | My Future |

GENERAL SUBJECT

# Legal Studies

## Why Study This Subject?

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

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

**Year Level / Unit:**
11 and 12

**Recommended:**
C Standard in Year 10 English

**ATAR Contributor:**
Yes

**Maximum QCE Points:**
4

**Assessment Techniques:**

- Examination – combination response
- Investigation – inquiry report
- Investigation – analytical essay
- External Examination (25%)

**Post Secondary Pathways:**
Legal Studies is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics.

## What do students study?

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 units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | Topic 1: Legal foundations<br>Topic 2: Criminal investigation process<br>Topic 3: Criminal trial process<br>Topic 4: Punishment and sentencing |
| **UNIT 2** | Topic 1: Civil law foundations<br>Topic 2: Contractual obligations<br>Topic 3: Negligence and the duty of care |
| **UNIT 3** | Topic 1: Governance in Australia<br>Topic 2: Law reform within a dynamic society |
| **UNIT 4** | Topic 1: Human rights<br>Topic 2: The effectiveness of international law<br>Topic 3: Human rights in Australian contexts |

# Modern History

## Why Study This Subject?

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. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened.

Students learn that the past is contestable and tentative. They discover how the past consists of various perspectives and interpretations. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between the past, present and possible futures.

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 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.

## What do students study?

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. It also aims to have students think historically and form a historical consciousness in relation to these same forces. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined.

**Year Level / Unit:**
11 and 12

**Recommended:**
C Standard in Year 10 English

**ATAR Contributor:**
Yes

**Maximum QCE Points:**
4

**Assessment Techniques:**

- Examination – essay in response to historical sources
- Investigation – historical essay based on research
- Independent sources investigation
- External Examination (25%)

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

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | Ideas in the Modern World |
| **UNIT 2** | Movements in the Modern World |
| **UNIT 3** | National experiences in the Modern World |
| **UNIT 4** | International experiences in the Modern World |

GENERAL SUBJECT

# Music

## Why Study This 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.

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. A study of music provides students with opportunities to develop their intellect 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. Studying music provides the basis for rich, lifelong learning.

**Year Level / Unit:**
11 and 12

**Recommended:**
C Standard in Year 10 English and Music is recommended

**ATAR Contributor:**
Yes

**Maximum QCE Points:**
4

**Assessment Techniques:**
- Performance
- Composition
- Integrated project
- Examination
- External Examination (25%)

**Post Secondary Pathways:**
Music is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

## What do students study?

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 explain music elements and concepts, analysing music in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | **Designs:** How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition? |
| **UNIT 2** | **Identities:** 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? |
| **UNIT 3** | **Innovations:** How do musicians incorporate innovative music practices to communicate meaning when performing and composing? |
| **UNIT 4** | **Narratives:** How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music? |

# Physical Education

## Why Study This Subject?

Physical Education 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 as well as 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.

Physical Education learners develop the 21st Century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, as well as 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.

**Year Level / Unit:**
11 and 12

**Recommended:**
C Standard in Year 10 English

**ATAR Contributor:**
Yes

**Maximum QCE Points:**
4

**Assessment Techniques:**

- Formative assessment – Project folio, investigation report and examination
- Summative internal assessment – Project folios and investigation report
- External Examination (25%)

**Post Secondary Pathways:**
Physical Education is a General subject suited to students who are interested in pathways that lead to tertiary studies, vocational education or work. 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

## What do students study?

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.

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | Motor learning, functional anatomy, biomechanics and physical activity |
| **UNIT 2** | Sport psychology, equity and physical activity |
| **UNIT 3** | Tactical awareness, ethics and integrity and physical activity |
| **UNIT 4** | Energy, fitness and training and physical activity |

GENERAL SUBJECT

# Physics

## Why Study This Subject?

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. 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.

**Year Level / Unit:**
11 and 12

**Recommended:**
Year 10 Physics, Mathematical Methods, Year 10 English

**ATAR Contributor:**
Yes

**Maximum QCE Points:**
4

**Assessment Techniques:**
There are four (4) for each Unit (1/2 and 3/4):

- Data test (10%)
- Student experiment (20%)
- Research investigation (20%)
- External Examination (50%)

**Post Secondary Pathways:**
Physics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering and information technology.

## What do students study?

Students examine energy transfers and transformations and how heating processes, nuclear reactions and electricity is essential to meet our global energy needs. Students will examine motion and waves and describe linear motion in terms of displacement, velocity, acceleration and time data.

They will explore the relationship between force, momentum and energy for interactions in one dimension. Students will use Newton's Laws of Motion and the gravitational field model to analyse motion on inclined planes, the motion of projectiles and satellite motion. Students examine relative motion, light and matter that could not be explained by classical physics theories. Students evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom and examine the standard model of particle physics and how it relates to the Big Bang Theory.

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | Thermal, nuclear and electrical Physics |
| **UNIT 2** | Linear motion and waves |
| **UNIT 3** | Gravity and electromagnetism |
| **UNIT 4** | Revolutions in Modern Physics |

# Psychology

## Why Study This Subject?

Psychology provides opportunities for students to engage with concepts that explain behaviour and underlyig cognitions. 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.

**Year Level / Unit:**
11 and 12

**Recommended:**
Year 10 Psychology, Mathematical Methods, Year 10 English

**ATAR Contributor:**
Yes

**Maximum QCE Points:**
4

**Assessment Techniques:**
There are four (4) for each Unit (1/2 and 3/4):

- Data test (10%)
- Student experiment (20%)
- Research investigation (20%)
- External Examination (50%)

**Post Secondary Pathways:**
Psychology is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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.

## What do students study?

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. 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.

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

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | Individual development |
| **UNIT 2** | Individual behaviour |
| **UNIT 3** | Individual thinking |
| **UNIT 4** | The influence of others |

APPLIED SUBJECT

# Social and Community Studies

## Why Study This Subject?

Social & Community Studies (SCS) is an Applied QCAA subject that develops essential life skills, equipping students with personal and social knowledge to actively participate in their communities and workplaces. It fosters critical and creative thinking, self-management, and social awareness, aligning with our college's vision to prepare students for meaningful life beyond school.

This subject would offer an important pathway for students who may not wish to pursue an ATAR but still aim to achieve their Queensland Certificate of Education (QCE) while developing real-world skills.
Social & Community Studies therefore is the perfect subject for students seeking practical, community-focused or general life skills-based subjects. Social & Community Studies provides a valuable alternative pathway, particularly for students whose interests and strengths lie outside of sport and technical trades.

Students who will benefit from this course, include:

- Students who would benefit from a more practical, community-focused senior subject.
- Students interested in careers related to community services, public service, retail, hospitality, recreation, education, and support work.
- Students aiming for vocational education and training (VET) pathways.
- Students who need alternative learning options outside of the traditional ATAR academic subjects.

**Year Level / Unit:**
11 and 12

**Recommended:**
Nil

**ATAR Contributor:**
Possible

**Maximum QCE Points:**
4

**Assessment Techniques:**

- Projects
- Investigations
- Extended written or multimodal responses.

**Post Secondary Pathways:**

- Builds 21st-century skills: critical thinking, communication, collaboration, digital literacy.
- Prepares students for life skills: personal finance, career readiness, citizenship.
- Provides diverse learning experiences suited to different learner needs.
- Offers flexibility for QCE attainment without ATAR pressure.
- Supports career exploration in community services, health, law, arts, and business sectors.

## What do students study?

Social & Community Studies offers a flexible structure that allows units of work to be selected and tailored based on the needs, interests, and abilities of the cohort. This means that topics can be chosen to best engage the students in front of us, ensuring the content remains relevant, practical, and meaningful. The subject design allows teachers to respond to emerging student pathways, community issues, and employment trends, making it highly adaptable year-to-year.

## The units that student's study, are listed below:

Students will complete **four units** selected from the syllabus options, focussing on:

| |
|---|
| Lifestyle and financial choices (budgeting, money management) |
| Healthy choices for mind and body (nutrition, recreation, wellbeing) |
| Relationships and work environments (workplace skills, effective communication) |
| Legal and digital citizenship (rights, responsibilities and safe technology use) |
| Australia and its place in the world (options include international trade and globalisation or examination of how Australia deals with social context such as family, religion, exclusivity and so on). |
| Arts and identity (options include the arts of Aboriginal Peoples, how art contributes to shared identities) |

GENERAL SUBJECT

# Specialist Mathematics

## Why Study This Subject?

The study of Specialist Mathematics provides students with advanced mathematical challenges that are both theoretical and practical in nature. Students will develop confidence in their mathematical knowledge and ability. They will gain an appreciation of the true beauty and power of mathematics.

## What do students study?

Specialist Mathematics covers mathematical knowledge in the areas of Vectors and Matrices, Real and Complex Numbers, Trigonometry, and 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.

**Year Level / Unit:**
11 and 12

**Recommended:**
B standard or higher in Year 10 Mathematical Methods and Year 10 Specialist Mathematics recommended

**Co-requisites:**
Mathematical Methods

**ATAR Contributor:**
Yes

**Maximum QCE Points:**
4

**This subject will attract "Bonus ATAR points" at many Tertiary Institutions and Universities**

**Assessment Techniques:**
- Problem-solving and modelling tasks
- Examinations
- External Examination (50%)

**Post Secondary Pathways:**
Specialist Mathematics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education, or work. A course of study in 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.

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | Combinatronics, proof, vectors and matrices |
| **UNIT 2** | Complex numbers, further proof, trigonometry, functions and transformations |
| **UNIT 3** | Further complex numbers, proof, vectors and matrices |
| **UNIT 4** | Further calculus and statistical inference |

# Study of Religion

## Why Study This Subject?

Spirituality and/or religions are almost universal phenomena through which people seek meaning in their lives. People are faced with a host of world views which influence them. By studying religion in a systematic and critical way, students may come to understand better its place in society, its history, the range of its forms and structures and the relationship it bears to other ways in which human beings attempt to explain themselves and the cosmos in which they exist.

**Year Level / Unit:**
11 and 12

**Recommended:**
C Standard in Year 10 English. One Semester of Year 10 Study of Religion preferred

**ATAR Contributor:**
Yes

**Maximum QCE Points:**
4

**Assessment Techniques:**
- Examination – extended response
- Examination – short response
- Investigation – inquiry response
- External Examination (25%)

**Post Secondary Pathways:**
Study of Religion is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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.

## What do students study?

Students examine individual development in the form of the role 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 exist 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 can co-exist in a pluralist 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. These are explored through sacred texts and religious writings that offer insights into life, and the rituals that mark significant moments and events in the religion itself and the lives of adherents. Sacred texts, religious writings 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 people, society and culture. 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.

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | Religion, meaning and purpose |
| **UNIT 2** | Religion and ritual |
| **UNIT 3** | Religious ethics |
| **UNIT 4** | Religion – rights and relationships |

GENERAL SUBJECT

# Visual Arts

## Why Study This Subject?

This subject provides students with opportunities to 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. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

**Year Level / Unit:**
11 and 12

**Recommended:**
C Standard in Year 10 English and Visual Art is recommended

**ATAR Contributor:**
Yes

**Maximum QCE Points:**
4

**Assessment Techniques:**
- Students complete both making and responding tasks
- External Examination (25%)

**Post Secondary Pathways:**
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; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

## What do students study?

Students will explore various concepts to construct knowledge as artist and audience. Through inquiry learning, students will build on their foundational knowledge to explore art conventions in contemporary, cultural and personal contexts. Using different lenses and coded visual languages, students will study art-making processes in 2D, 3D and time-based media. Students may create images, objects, environments or events to communicate meaning aesthetically. Students will consolidate their learning as they engage in various art techniques as well as develop greater independence as learners.

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | **Art as a Lens:** Lenses to explore the material world with a focus on people, place, objects |
| **UNIT 2** | **Art as a Code:** Art as a coded visual language with a focus on codes, symbols, signs and art conventions |
| **UNIT 3** | **Art as Knowledge:** Constructing knowledge as artist and audience with a student-directed focus |
| **UNIT 4** | **Art as Alternate:** Evolving alternate representations and meaning with a continued exploration of Unit 3 student-directed focus. |

# Information & Communication Technology
## (VR & Robotics)

APPLIED SUBJECT

**Year Level / Unit:**
11 and 12

**Recommended:**
Nil

**ATAR Contributor:**
Possible

**Maximum QCE Points:**
4

### Why Study This Subject?

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

### What do students study?

In Information and Communication Technology, students learn about:

- hardware
- software
- ICT in society

**Assessment Techniques:**
- Projects
- Extended responses

**Post Secondary Pathways:**
ICT is an applied subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in ICT can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

### The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | Robotics |
| **UNIT 2** | Layout and publishing of documents |
| **UNIT 3** | Digital imaging and modelling |
| **UNIT 4** | VR App Development |

APPLIED SUBJECT

# Hospitality Practices

## Why Study This Subject?

The hospitality industry has become increasingly important economically in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers, and it consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and geographic borders.

Hospitality Practices enables students to develop knowledge, understanding and skills of the hospitality industry and to consider a diverse range of post school options. The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. Through this focus, students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector.

The subject enables students to develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

**Year Level / Unit:**
11 and 12

**Recommended:**
C Standard in Year 10 English

**ATAR Contributor:**
Possible

**Maximum QCE Points:**
4

**Assessment Techniques:**
- Folio
- Extended response
- Investigation
- Examination

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

## What do students study?

Students also examine and evaluate industry practices from the food and beverage sector. Students develop awareness of industry workplace culture and practices and develop the skills, processes and attitudes desirable for future employment in the sector. They have opportunities to develop personal attributes that contribute to employability, including the abilities to communicate, connect and work with others, plan, organise, solve problems, and navigate the world of work.

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | Casual Dining |
| **UNIT 2** | Bar and barista basics |
| **UNIT 3** | Culinary trends |
| **UNIT 4** | Formal dining |

# Furnishing Skills

## Why Study This Subject?

The Furnishing Skills subject focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities. The furnishing industry comprises a wide range of fields, including soft furnishing, commercial and household furniture-making, cabinetmaking, and upholstering. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

The subject includes two core topics - 'Industry practices' and 'Production processes'. Industry practices are used by manufacturing enterprises to manage the manufacturing of products from raw materials. Production processes combine the production skills and procedures required to create products. Students explore the knowledge, understanding and skills of the core topics through selected industry-based electives in response to local needs, available resources, and teacher expertise.

Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time. The majority of learning is done through manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

**Year Level / Unit:**
11 and 12

**Recommended:**
Nil

**ATAR Contributor:**
Possible

**Maximum QCE Points:**
4

**Assessment Techniques:**
- Workbook folios
- Projects
- Practical demonstrations

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

## What do students study?

- Furniture making
- Cabinet making
- Safe working techniques
- Production processes

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | Furniture making |
| **UNIT 2** | Production in the domestic furniture industry |
| **UNIT 3** | Production in the commercial furniture industry |
| **UNIT 4** | Production in the bespoke furniture industry |

APPLIED SUBJECT

# Industrial Graphics Skills

## Why Study This Subject?

The Industrial Graphics Skills subject focuses on the underpinning industry practices and drafting processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing. It provides a unique opportunity for students to experience the challenge and personal satisfaction of producing technical drawings and models using 3D modelling software, while developing beneficial vocational and life skills.

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

## What do students study?

Students undertake four units of work, with two assessment pieces per unit:

- Practical Demonstration
- Project

**Year Level / Unit:**
11 and 12

**Recommended:**
C Standard in Year 10 English

**ATAR Contributor:**
Possible

**Maximum QCE Points:**
4

**Assessment Techniques:**
- Practical demonstration folios
- Project folios

**Post Secondary Pathways:**
A course of study in Industrial Graphics can establish a basis for further education and employment in the Engineering, Civil and Construction sectors. With additional training and experience potential employment may be found in Design – buildings or products, Construction – drawing building concepts and plans, Engineering – Drawing parts for 3D modelling or plans for manufacture.

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | Draft for residential building |
| **UNIT 2** | Computer-aided manufacturing |
| **UNIT 3** | Computer-aided drafting - modelling |
| **UNIT 4** | Graphics for the Engineering industry |

# Industrial Technology Skills

## Why Study This Subject?

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

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using pre-defined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

## What do students study?

- Furniture making
- Plate steel work
- Sheetmetal skills
- Construction techniques

**Year Level / Unit:**
11 and 12

**Recommended:**
Nil

**ATAR Contributor:**
Possible

**Maximum QCE Points:**
4

**Assessment Techniques:**
- Workbook folios
- Projects
- Practical demonstrations

**Post Secondary Pathways:**
A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aero skills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | Construction in the domestic building industry |
| **UNIT 2** | Sheetmetal working |
| **UNIT 3** | Cabinet making |
| **UNIT 4** | Production in the manufacturing engineering industry |

APPLIED SUBJECT

# Religion and Ethics

## Why Study This Subject?

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.

If students have not decided to take on the more rigorous Study of Religion, then Religion and Ethics is compulsory at Ignaitus Park College, with the completion of Unit 3 & Unit 4.

**IMPORTANT:**
Students who do not undertake Study of Religion will complete Religion and Ethics as a compulsory subject.

**Year Level / Unit:**
11 and 12

**Recommended:**
Nil

**ATAR Contributor:**
Yes

**Maximum QCE Points:**
4

## What do students study?

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 focuses on the personal, relational, and spiritual perspectives of human experience. Religion & Ethics 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. Throughout the program 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.

**Assessment Techniques:**
- Investigation
- Project
- External examination

**Post Secondary Pathways:**
Study of Religion is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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.

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 3 (YEAR 11)** | Australian Identity: Students are introduced to the diversity of Australian communities and their various religious, spiritual and ethical principles and practises. |
| **UNIT 4 (YEAR 12)** | Sacred Stories: Students explore universal truths and how sacred stories shape and inspire individuals and communities by reinforcing shared beliefs and values. |

# Sport and Recreation

APPLIED SUBJECT

## Why Study This Subject?

Sport and recreation activities are a part of the fabric of Australian life and represent growth industries in Australian society. Sport and Recreation activities can encompass aspects such as social and competitive sport, fitness programs and outdoor pursuits. These activities are an intrinsic part of the Australian culture and, for many people, form a substantial component of their leisure time. Participation in sport and recreation can also provide employment opportunities and make positive contributions to a person's total wellbeing. The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities.

**Year Level / Unit:**
11 and 12

**Recommended:**
C Standard in Year 10 English

**ATAR Contributor:**
Possible

**Maximum QCE Points:**
4

In Sport and Recreation, students are involved in communicating ideas and information in, about and through sport and recreation activities. These activities will be the medium through which students examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals. Sport and Recreation involves students working individually, in groups and in teams. Students will be involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. Due to the QCAA's policy on Duplication of Learning this course is incompatible with Certificate III Sport and Recreation and you are advised not to choose both.

**Assessment Techniques:**
Assessment instruments could include the following techniques – folios, magazine articles, journals, essays, reports, digital presentations, short and extended response examinations, organising and managing events, physical skills demonstrated through participation in sport and recreation activities.

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

## What do students study?

Through the study of Sport and Recreation students will examine:

- the relevance of sport and active recreation in Australian culture
- the contribution sport and active recreation makes to employment growth, health and wellbeing
- factors that influence participation in sport and active recreation
- how physical skills can enhance participation and performance in sport and active recreation activities
- how interpersonal skills support effective interaction with others
- the promotion of safety in sport and active recreation activities
- technology in sport and active recreation activities
- how the sport and recreation industry contribute to individual and community outcomes.

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 sporting and recreational activities, contributing to ongoing personal and community development throughout their adult lives.

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | Coaching and officiating |
| **UNIT 2** | Community recreation |
| **UNIT 3** | Event management |
| **UNIT 4** | Fitness |

APPLIED SUBJECT

# Science in Practice

## Why Study This Subject?

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings.

They build their understanding of expectations for scientific knowledge and skills across various work settings and career pathways.

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.

**Year Level / Unit:**
11 and 12

**Recommended:**
Year 10 Science

**ATAR Contributor:**
Possible

**Maximum QCE Points:**
4

## What do students study?

Students will study and explore four (4) units of work across the two years.

Worplace Health & Safety practices are embedded in across all units and focus on building the capacity to work effectively and efficiently in practice scientific situations.

**Assessment Techniques:**
In each unit, two (2) are completed;

- Applied investigation - students investigate a research question
- Practical project - students use practical skills to complete a project in response to a scenario

**Post Secondary Pathways:**
A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. trades in construction, materials, mechanical and manufacturing industries, animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

## The units that student's study, are listed below:

| | |
|---|---|
| **UNIT 1** | Forensic science |
| **UNIT 2** | Ecology |
| **UNIT 3** | Disease |
| **UNIT 4** | Transport |

# VET Subjects

## 2026 EDITION

# BSB30120 CERTIFICATE III IN BUSINESS

Binnacle Training (RTO Code 31319)

## HOW DOES IT WORK

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

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

**This program also includes the following:**

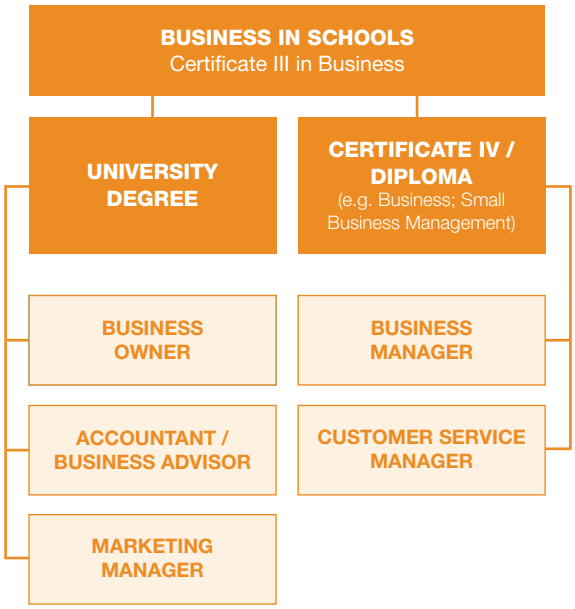
- Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project - Binnacle Boss
- Students examine business opportunities and participate in an Industry discovery

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

## SKILLS ACQUIRED

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

## CAREER PATHWAYS




## WHAT DO STUDENTS ACHIEVE?

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

**FLEXIBLE PROGRAMS** | **PROJECT-BASED LEARNING** | **RESOURCES PROVIDED**

Binnacle Training
RTO CODE 31319

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

# BSB30120 CERTIFICATE III IN BUSINESS

Registered Training Organisation:
**Binnacle Training (RTO 31319)**

**Delivery Format:**
2-Year Format

**Timetable Requirements:**
1-Timetable Line

***Please consult Binnacle Training to discuss Fast-Track options.***

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

**Suitable Year Level(s):**
Year 11 and 12

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

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

**QCE Outcome:**
Maximum 8 QCE Credits

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

| | |
|---|---|
| **TERM 1** | **TOPICS**<br>› Introduction to the Business Services Industry<br>› Introduction to Entrepreneurship and Business<br>› Introduction to Personal Finances<br>**PROJECTS**<br>› Research Business Topics |
| **TERM 2** | **TOPICS**<br>› Research Topics and Create a Group Presentation<br>**PROJECTS**<br>› Group Presentation |
| **TERM 3** | **TOPICS**<br>› Workplace Health and Safety<br>› Sustainable Work Practices<br>**PROJECTS**<br>› WHS Processes at the 'Go! Regional' Travel Expo |
| **TERM 4** | **TOPICS**<br>› Inclusive Work Practices<br>› Engage in Workplace Communication<br>**PROJECTS**<br>› Inclusivity and Communication in the Workplace |
| **TERM 5** | **TOPICS**<br>› Develop and Apply Knowledge of Personal Finances<br>**PROJECTS**<br>› Personal Budget for the Future |
| **TERM 6** | **TOPICS**<br>› Work in a Team<br>› Critical Thinking Skills<br>**PROJECTS**<br>› Critical Thinking at Go! Travel |
| **TERM 7 PART 1** | **TOPICS**<br>› Producing Simple Documents<br>**PROJECTS**<br>› Binnacle Boss - Business Proposal |
| **TERM 7 PART 2 (OPTIONAL)** | **TOPICS**<br>› Designing and Producing Presentations<br>**PROJECTS**<br>› Deliver a Focus Group Presentation |

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

2026 EDITION

# SIS30521 CERTIFICATE III IN SPORT COACHING + SIS20321 CERTIFICATE II IN SPORT COACHING

Binnacle Training (RTO Code 31319)

## HOW DOES IT WORK

This qualification reflects the role of individuals who apply the skills and knowledge to coach participants up to an intermediate level in a specific sport.

Students assist with facilitation of sport and coaching programs within their school community including:

- Officiating games
- Conducting individual and team coaching sessions
- Delivering conditioning sessions

Available with a 'General' or 'Sport Specialty' Coaching and Officiating outcome - AFL, NRL, Netball, Rugby Union or Choose Your Own Sport!

## WHAT DO STUDENTS ACHIEVE?

- SIS30521 Certificate III in Sport Coaching plus entry qualification: SIS20321 Certificate II in Sport Coaching (8 QCE Credits max)
- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (non-accredited), issued by Australian Sports Commission
- A range of career pathway options including Club Level Official and/or Coach
- Successful completion of the Certificate III in Sport Coaching may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

## CAREER PATHWAYS


** When combined with individual sport's National Officiating / Coaching Accreditation Scheme (NOAS/NCAS) technical requirements*

## SKILLS ACQUIRED

- Officiating games or competitions
- Coaching beginner and intermediate participants to develop skills
- Effective communication skills
- Managing risks in an SFR environment

**FLEXIBLE PROGRAMS** | **PRACTICAL-BASED LEARNING** | **RESOURCES PROVIDED**

Binnacle Training
RTO CODE 31319

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

# SIS30521 CERTIFICATE III IN SPORT COACHING + SIS20321 CERTIFICATE II IN SPORT COACHING

Registered Training Organisation:
**Binnacle Training (RTO 31319)**

**Delivery Format:**
2-Year Format

**Timetable Requirements:**
1-Timetabled Line

**Units of Competency:**
Dual Qualification - 14 Units

**Suitable Year Level(s):**
Year 11 and 12

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

**Cost (Fee-For-Service):**
**$495.00** (Cert II entry qualification = $395.00 + Cert III Gap Fee = $100.00) **(+ First Aid $75.00)**

**QCE Outcome:**
Maximum 8 QCE Credits

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

| | |
|---|---|
| **TERM 1** | **TOPICS**<br>› Introduction to the Sport, Fitness and Recreation (SFR) Industry<br>› Introduction to Coaching Programs, Laws and Legislation<br>**PROGRAMS**<br>› Assist with Delivering Coaching Sessions (Supervisor Delivery)<br>› Plan and Deliver Coaching Sessions (Student Delivery) |
| **TERM 2** | **TOPICS**<br>› Introduction to Community Programs<br>› Introduction to Conditioning Programs<br>**PROGRAMS**<br>› Community SFR Program (Student Delivery)<br>› Participate in Conditioning Sessions (Supervisor Delivery) |
| **TERM 3** | **TOPICS**<br>› Working in the SFR Industry - Provide Quality Service<br>› Introduction to Anatomy and Physiology - The Cardiovascular System<br>**PROGRAMS**<br>› Plan and Deliver Group Conditioning Sessions<br>› Plan and Deliver a One-on-one Cardio Program |
| **TERM 4** | **TOPICS**<br>› Sport-Specific Coaching Sessions<br>› First Aid Course: HLTAID011 Provide First Aid<br>**PROGRAMS**<br>› Sport-Specifc Coaching Program |

**QUALIFICATION SCHEDULED FOR FINALISATION**

**SIS20321 CERTIFICATE II IN SPORT COACHING**

| | |
|---|---|
| **TERM 5** | **TOPICS**<br>› Risk Management<br>› Professional Development for Coaches<br>**PROGRAMS**<br>› One-on-One Coaching Program<br>› Conduct Risk Assessment for Coaching Program |
| **TERM 6** | **TOPICS**<br>› Coaching Intermediate Level Participants<br>› Meet Participant Coaching Needs<br>**PROGRAMS**<br>› Coaching an Intermediate Level Team |
| **TERM 7** | **TOPICS**<br>› N/A Practical Term<br>**PROGRAMS**<br>› Round Robin Tournament |

| UNITS OF COMPETENCY | | | |
|---|---|---|---|
| HLTAID011 | Provide First Aid | SISXEMR003 | Respond to emergency situations |
| SISXIND011 | Maintain sport, fitness and recreation knowledge | BSBOPS403 | Apply business risk management processes |
| BSBPEF301 | Organise personal work priorities | SISSSCO001 | Conduct sport coaching sessions with foundation level participants |
| SISSPAR009 | Participate in conditioning for sport | SISSSCO002 | Work in a community coaching role |
| SIRXWHS001 | Work safely | SISSSCO003 | Meet participant coaching needs |
| BSBSUS211 | Participate in sustainable work practices* | SISSSCO005 | Continuously improve coaching skills and knowledge |
| HLTWHS001 | Participate in workplace health and safety | SISSSCO012 | Coach sport participants up to an intermediate level |

# MEM 20422 Certificate II in Engineering Pathways

Registered Training Organisation (RTO):
Blue Dog Training (RTO 31193)

**QCE Credits:**
4 Core Credits

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

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

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

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

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

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

Please refer to the Blue Dog Training Website for information on their refund policy.
https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

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

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

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

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

### Core

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

### Elective

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

Notes:

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

More information about this qualification is available at:
https://training.gov.au/Training/Details/MEM20422

# CPC 20220 Certificate II in Construction Pathways

Registered Training Organisation (RTO):
Blue Dog Training (RTO 31193)

**QCE Credits:**
4 Core Credits

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

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

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

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

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

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

Please refer to the Blue Dog Training Website for information on their refund policy.
https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

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

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

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

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

### Core

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

### Elective

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

Notes:

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

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

**2026 EDITION**

# SIS30321 CERTIFICATE III IN FITNESS + SIS20321 CERTIFICATE II IN SPORT COACHING

Binnacle Training (RTO Code 31319)

## HOW DOES IT WORK

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

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

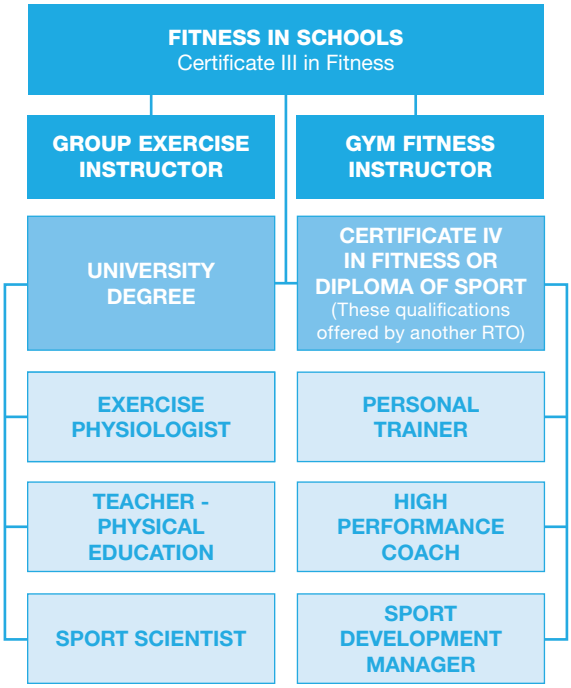
Students facilitate programs within their school community including:

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

## WHAT DO STUDENTS ACHIEVE?

- SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- Entry qualification: SIS20321 Certificate II in Sport Coaching
- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (non-accredited), issued by Australian Sports Commission
- A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport - These qualifications offered by another RTO.
- Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

## CAREER PATHWAYS




## SKILLS ACQUIRED

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

**FLEXIBLE PROGRAMS** | **PRACTICAL-BASED LEARNING** | **RESOURCES PROVIDED**

Binnacle Training
RTO CODE 31319

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

# SIS30321 CERTIFICATE III IN FITNESS + SIS20321 CERTIFICATE II IN SPORT COACHING

Registered Training Organisation:
**Binnacle Training (RTO 31319)**

**Delivery Format:**
2-Year Format

**Timetable Requirements:**
1-Timetabled Line

**Units of Competency:**
18 Units

**Suitable Year Level(s):**
Year 11 and 12

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

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

**QCE Outcome:**
Maximum 8 QCE Credits

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

| | |
|---|---|
| **TERM 1** | **TOPICS**<br>› Introduction to the Sport, Fitness and Recreation (SFR) Industry<br>› Introduction to Coaching Programs, Laws and Legislation<br>**PROGRAMS**<br>› Assist with Delivering Coaching Sessions (Supervisor Delivery)<br>› Plan and Deliver Coaching Sessions (Student Delivery) |
| **TERM 2** | **TOPICS**<br>› Introduction to Community Programs<br>› Introduction to Conditioning Programs<br>**PROGRAMS**<br>› Community SFR Program (Student Delivery)<br>› Participate in Conditioning Sessions (Supervisor Delivery) |
| **TERM 3** | **TOPICS**<br>› Working in the SFR Industry - Coaching Foundation Level Participants<br>› Introduction to Anatomy and Physiology - The Cardiovascular System<br>**PROGRAMS**<br>› Plan and Deliver Group Conditioning Sessions<br>› Plan and Deliver a One-on-one Cardio Program |
| **TERM 4** | **TOPICS**<br>› Sport-Specific Coaching Sessions<br>› First Aid Course: HLTAID011 Provide First Aid<br>**PROGRAMS**<br>› Sport-Specific Coaching Program |
| **QUALIFICATION SCHEDULED FOR FINALISATION**<br>**SIS20321 CERTIFICATE II IN SPORT COACHING** | |
| **TERM 5** | **TOPICS**<br>› Anatomy and Physiology - Body Systems and Exercise<br>› Health and Nutrition Consultations<br>**PROGRAMS**<br>› One-on-One Gym Program (Adolescent Client)<br>› Plan and Conduct Sessions (Scenario Clients) |
| **TERM 6** | **TOPICS**<br>› Screening and Health Assessments<br>› Specific Population Clients (including Older Adults)<br>**PROGRAMS**<br>› Fitness Orientation Program: Client Orientation<br>› Group Training Program: Plan and Conduct a Group Session |
| **TERM 7** | **TOPICS**<br>› N/A (Practical Term)<br>**PROGRAMS**<br>Group Exercise and Gym-based One-on-One and Group Sessions:<br>› Female and Male Adults aged 18+; and<br>› Older adults aged 55+ |

| UNITS OF COMPETENCY | | | |
|---|---|---|---|
| HLTAID011 | Provide First Aid | BSBOPS304 | Deliver and monitor a service to customers |
| HLTWHS001 | Participate in workplace health and safety | BSBPEF301 | Organise personal work priorities |
| SISXEMR003 | Respond to emergency situations | SISFFIT035 | Plan group exercise sessions |
| SISXIND011 | Maintain sport, fitness and recreation industry knowledge | SISFFIT036 | Instruct group exercise sessions |
| SIRXWHS001 | Work safely | SISFFIT032 | Complete pre-exercise screening and service orientation |
| BSBSUS211 | Participate in sustainable work practices | SISFFIT033 | Complete client fitness assessments |
| SISSPAR009 | Participate in conditioning for sport | SISFFIT052 | Provide healthy eating information |
| SISSSCO001 | Conduct sport coaching sessions with foundation level participants | SISFFIT040 | Develop and instruct gym-based exercise programs for individual clients |
| SISSSCO002 | Work in a community coaching role | SISFFIT047 | Use anatomy and physiology knowledge to support safe and effective exercise |


# Ignatius Park College

Please direct subject enquiries to: curriculum@ipc.qld.edu.au
and VET enquiries to: pathways@ipc.qld.edu.au