



SENIOR CURRICULUM

Handbook

2026



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Principal's Message

EVERYONE BELONGS AT BREMER

At Bremer State High School, we are committed to supporting students through the important transition from Junior Secondary (Years 7–9) to Senior Schooling (Years 10–12). Our broad range of opportunities enables students to deepen their knowledge and skills, equipping them for success in their chosen future pathways.

Senior subjects at Bremer align with the Queensland Curriculum and Assessment Authority (QCAA) requirements. Students may choose a combination of General subjects (which contribute to an Australian Tertiary Admission Rank [ATAR]), Applied subjects, and Vocational Education and Training (VET) qualifications, including certificates in areas such as hospitality, construction, and business.

Our Senior Schooling program is designed to be flexible, supportive, and future-focused. We offer a wide range of academic and vocational options, supported by experienced staff who are committed to student success. We also work in partnership with external providers, local businesses, and tertiary institutions to expand opportunities for all learners.

At Bremer, we believe that with the right support, every student can achieve their potential. We are proud to walk alongside our senior students as they take the next steps toward their futures with confidence and Bremer PRIDE.

We look forward to seeing our Senior Secondary students thrive, achieve their goals, and embrace the many opportunities available while exemplifying Bremer PRIDE.

We Believe, We Strive, We Achieve



Christine Owen
Executive Principal
Bremer State High School



This booklet sets out details for Senior Schooling courses across Years 11 and 12. This information is designed to assist Year 10 students to make an informed selection of subjects for the next two years. Students and parents are encouraged to read this booklet carefully. Should there be any questions please contact members of the school staff at any time about these very important decisions.

Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies.

This profile may include a:

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

For more information about the SEP see: <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/1-senior-schooling-qld>

SENIOR STATEMENT

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

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

Students completing Year 11 and 12 are expected to be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible.

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.

Subjects Offered at School

Bremer State High School offers four types of senior subject syllabuses — Applied, General, General (Extension) and Short Courses. Results in Applied and General subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum. For more information about specific subjects, students and parents/carers are encouraged to access the relevant senior syllabuses at www.qcaa.qld.edu.au/senior/senior-subjects

APPLIED AND APPLIED (ESSENTIAL) SYLLABUSES

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

GENERAL SYLLABUSES

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

GENERAL (EXTENSION) SYLLABUSES

Extension subjects are studied alongside or after Units 3 and 4 of the related General subject. They offer more challenge than the General course and build on the studies students have already undertaken in the subject.

SHORT COURSE SYLLABUSES

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

They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

For more information about the ACSF see www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework.

Underpinning Factors

All senior syllabuses are underpinned by:

- Literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- Numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully

APPLIED AND APPLIED (ESSENTIAL) SYLLABUSES

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

- applied learning — the use of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — understanding life beyond school by linking classroom learning with real-world experiences
- skills for work — the knowledge, understanding and non-technical skills needed for successful participation in the workplace

VOCATIONAL EDUCATION AND TRAINING (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

GENERAL AND SHORT COURSE SYLLABUSES

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

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

Queensland Certificate of Education

The QCE is Queensland's senior school qualification, which is awarded to eligible students at the end of Year 12. Young Queenslanders are registered for the QCE during Year 10 or in the twelve months before turning 16, whichever comes first.

The QCE offers flexibility in what is learnt, as well as where and when learning occurs. Students have a wide range of learning options; these can include senior school subjects, vocational education and training, workplace and community learning, as well as university subjects undertaken while at school.

REQUIREMENTS

To be eligible for the Queensland Certificate of Education, students must achieve 20 credits and meet literacy and numeracy requirements.

Amount of Learning Required:

- At least 12 credits must come from completed Core courses of study. This usually means passing at least three subjects across Years 11 and 12. VET courses at Certificate II or III level can also count as Core.
- The remaining 8 credits can come from a combination of Core, Preparatory and Complementary courses, with no more than 4 credits from Preparatory courses.

LEARNING ACCOUNT

The QCAA has established a secure online Learning Account for every registered student. These Learning Accounts record all learning achievements. Schools and other learning providers can bank learning credits into students' Learning Accounts after a course is completed.

Each student is assigned a Learner Unique Identifier (LUI) and password, enabling access to the account by both the student and their parents. Once a student is registered, schools and learning providers can begin banking credits earned from that point onward.



CREDITS TOWARDS THE QCE

A credit is the minimum amount of learning at the set standard that can contribute to the QCE.

Every subject passed i.e. 4 Units (C) = 4 credit points towards QCE.

- Certificate I = 2-3 points
- Certificate II = 4 points
- Certificate III = 6-8 points

**Note – When using VET Certificates toward the attainment of QCE Credits, multiple factors influence the crediting of points. Duplication of learning and recognition of prior learning (along with other factors) impact the number of credits used in the calculation of QCE. Students are encouraged to monitor their eligibility for QCE throughout the senior phase of learning.*

EARNING OR LEARNING

Queensland law requires young people to be ‘earning or learning’ until they turn 17 (seventeen), or until they achieve a QCE or a vocational qualification at Level III or higher.

Students may continue their learning at school or with another organisation, e.g. TAFE.

They also meet the ‘earning or learning’ requirement if they are employed 25 hours a week or more.

LITERACY AND NUMERACY REQUIREMENTS

In addition to the required units needed to be eligible for the QCE, students must meet literacy and numeracy requirements. Students are required to successfully complete one unit of a Maths subject and one unit of an English subject throughout the senior phase of learning.

AWARDING OF A QCE

Students are awarded a QCE at the end of Year 12. The QCAA will award a QCE in the July or December following a person becoming eligible.

SENIOR STATEMENT

All students who finish Year 12 receive a transcript of their learning account in the form of a Senior Statement, which is issued in December.

The Senior Statement records the learning attempted, the standard achieved and where the learning took place.

NO IMPACT ON THE ATAR PROCESS

QCE points have no impact as to whether or not an ATAR is awarded.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs. These students are supported through the Special Education Program at Bremer State High School.

The certificate is an official record that students have completed at least 12 years of education and provides students with a summary of their skills and knowledge that they can present to employers and training providers.

The QCIA records the student's educational achievement in two areas:

- The Statement of Achievement provides descriptions of the student's demonstrated knowledge and skills in areas of study and learning; communication and technologies; community, citizenship and the environment; leisure and recreation; personal and living dimensions; and vocational and transition activities.
- The Statement of Participation lists activities that a student has undertaken, for example, community-based learning, work placement or work experience, extra-curricular activities, community access programs or mentor programs with employers.

ELIGIBILITY TO RECEIVE THE QCIA

A student is eligible for the QCIA if they meet all the following requirements:

- be nominated by the school principal
- undertake an individualised learning program
- have an impairment or learning difficulties not primarily due to socioeconomic, cultural, or linguistic factors
- complete at least 12 years of schooling (excluding the Preparatory Year)
- remain enrolled until the end of Year 12

The individual learning program for the QCIA has no credit value and does not count towards the Queensland Certificate of Education (QCE) or its required pattern of learning.

QCIA ELIGIBILITY AND THE QCE

At exit from Year 12, a student cannot receive a QCE and a QCIA; however, a student may be issued with the QCIA and bank some credit towards their QCE. In this situation, the QCE may be achieved and awarded post-school.

If a student is eligible for the QCIA, they will be able to record achievements for other learning areas of the QCE in their learning account; for example, a course from preparatory learning or vocational education and training (VET). This learning is recorded on the Senior Statement and cannot be duplicated on the QCIA. However, to receive the QCIA, a student must be undertaking a significant individualised learning program.

Senior Schooling Expectations and Commitment

SUBJECT SELECTION RULES

1. All students are required to initially select 4 (four) subjects along with their allocated English and Mathematics subjects. If a student subsequently obtains a School-Based Apprenticeship or Traineeship (SAT) or are accepted into an external TAFE course, they may apply to reduce their load to five subjects.
2. All students will be allocated a Bremer Pride Program (BPP) class.
3. Students may choose any combination of 4 (four) subjects, except they may not do -
 - a. The same subject twice
 - b. Specialist Mathematics unless Mathematical Methods is selected
 - c. More than one Recreation Studies subject
 - d. Certificate II in Visual Arts and Visual Arts in Practice
 - e. Certificate III in Business/Certificate II Tourism and Tourism
 - f. Certificate II in Construction and Building and Construction skills
 - g. Certificate II in Engineering and Engineering Skills
4. The Senior Subjects offered depend on sufficient numbers of students taking each subject on the list. If you have chosen a subject which cannot be offered, you will be contacted and assisted to make another selection.

RECOMMENDED LEVELS OF ACHIEVEMENT

Students should read the subject descriptions carefully to identify if there are recommended levels of achievement that must be demonstrated by the end of Year 10 to gain admission to the subject.

Recommended levels of achievement are supported by a range of other indicators of success such as NAPLAN results and school reports on attendance, effort and engagement.

Generally, students who wish to proceed through Years 11 and 12 will demonstrate a high level of engagement with their studies in Year 10 and will, typically, be passing all Year 10 subjects.

General syllabuses

COURSE OVERVIEW

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

Students should complete Units 1 and 2 before starting Units 3 and 4. Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

UNITS 1 AND 2 ASSESSMENTS

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context.

Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study.

Schools report satisfactory completion of Units 1 and 2 to the QCAA.

UNITS 3 AND 4 ASSESSMENTS

Students complete four summative assessments — three internal and one external — that count towards the overall subject result in each General subject. Schools develop three internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

The three internal assessments must be endorsed by the QCAA before use in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment contributes a set percentage of the overall subject result — 25% for most subjects, and 50% for Mathematics and Science.

EXTERNAL ASSESSMENT

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

External assessment is:

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

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



Applied and Applied (Essential) syllabuses

COURSE OVERVIEW

Applied and Applied (Essential) syllabuses are four-unit courses of study. The syllabuses contain QCAA-developed units as options for schools to select from to develop their course of study. All units have comparable complexity and challenge in learning and assessment. However, greater scaffolding and support may be required for units studied earlier in the course.

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

ASSESSMENT

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

More information about assessment in Applied senior syllabuses is available in [Section 7.3.1](#) of the QCE and QCIA policy and procedures handbook.

ESSENTIAL ENGLISH AND ESSENTIAL MATHEMATICS – COMMON INTERNAL ASSESSMENT

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

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered under supervised conditions
- marked by the school using a common marking scheme developed by the QCAA.

The CIA is not privileged over the other internal assessments.

SUMMATIVE INTERNAL ASSESSMENT – INSTRUMENT-SPECIFIC STANDARDS

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

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



General (Extension) syllabuses

COURSE OVERVIEW

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

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

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

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

UNITS 3 AND 4 ASSESSMENTS

Students complete four summative assessments — three internal and one external — that count towards the overall subject result in each General (Extension) subject. Schools develop three internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

The three internal assessments must be endorsed by the QCAA before use in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment contributes a set percentage of the overall subject result — 25% for most subjects, and 50% for Mathematics and Science.



Short Course syllabuses

COURSE OVERVIEW

Short Courses are one-unit courses of study. A Short Course syllabus includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Short Courses are available in:

- Literacy
- Numeracy

ASSESSMENT

Short Course syllabuses use two summative school-developed assessments to determine a student's exit result. Schools develop these assessments based on the learning described in the syllabus. Short Courses do not use external assessment.

Short Course syllabuses provide instrument-specific standards for the two summative internal assessments. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.



Subject Outlines

ENGLISH (GENERAL)

English (General) encourages students to become creative, purposeful and critical users of language. It develops their ability to interpret and create texts across a range of modes, forms, and contexts. Students explore how texts reflect and shape personal, social, and cultural perspectives, helping them understand themselves and the world. Through the study of literary and non-literary texts, they build skills in communication, analysis, and creativity. They learn to make effective language choices, appreciate the aesthetic qualities of texts, and engage with diverse voices.

Choose English (General) if you:

- Are confident reading and writing analytical, imaginative and persuasive texts.
- Want to develop strong written, verbal, and critical thinking skills.
- Plan to gain an ATAR and need a General English subject for university pathways.

Units of Work		Types of assessment
Y E A R 1 1	Unit 1: Introduction to Literary Studies Explore how literary texts construct representations, using aesthetic features to shape meaning and analyse others' interpretations.	Examination – Extended response Students critically analyse and evaluate a given interpretation of a literary text, using textual evidence to support their view.
	Unit 2: Intertextuality Examine connections between literary texts, focusing on how changes in form and medium affect meaning and perspectives.	Imaginative spoken response Students create a monologue reimagining a character and/or representations of concepts, identities, times, and places from a literary text.
		Imaginative written response Students create an original imaginative text that shapes representations and perspectives by manipulating language to prompt emotional and critical audience responses.
Y E A R 1 2	Unit 3: Literature and Identity Analyse the relationship between language, culture, and identity in literary texts, focusing on representations and perspectives.	Examination – Extended response Students respond to an unseen question, writing an analytical essay that explores a concept's representation and reimagination in a literary text.
		Examination – Extended response Students write an analytical essay in response to a seen question on a literary text from the prescribed text list.
	Unit 4: Independent Explorations Independently explore and analyse literary texts, focusing on structure, style, and themes.	Imaginative spoken response Students reinterpret ideas and perspectives from a literary text to create a reimagined spoken text for a new cultural context.
		Imaginative written response Students create an original, imaginative written text that manipulates aesthetic features and stylistic devices to shape representations and perspectives.
		Examination – Extended response External analytical response, responding to a question set by the QCAA.

LITERATURE (GENERAL)

Literature focuses on the close study of literary texts to develop creative, independent, and critical thinkers. The subject fosters an appreciation of the aesthetic use of language and encourages students to challenge ideas and interpretations. Through the analysis and creation of texts across modes and forms, students explore how language and literary techniques shape meaning, reflect cultural values, and influence readers. They create a wide range of imaginative and analytical texts, building strong skills in communication, interpretation, and expression.

Choose Literature if you:

- Enjoy close reading and analysing complex texts from diverse eras and contexts.
- Are confident reading and writing analytical, imaginative and persuasive texts.
- Want to develop strong written, verbal, and critical thinking skills.
- Plan to gain an ATAR and need a General English subject for university pathways.

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Perspectives in Texts Explore individual and collective experiences and perspectives through the study of a range of texts and contexts.	Spoken persuasive response Students create a perspective through reasoned argument and use language and stylistic features to persuade an audience.
		Written response for a public audience Students analyse how a text represents a concept, identity, time or place in a written piece intended for a public audience.
	Unit 2: Texts and Culture Explore cultural experiences and viewpoints through a variety of texts.	Examination – Extended response Students analyse the relationship between language, representation, identity and cultural context.
		Examination – Extended response Using a text studied in class as a springboard, students create an imaginative response that develops a perspective and creates representations.
Y E A R 1 2	Unit 3: Textual Connections Examine how different texts represent similar concepts and issues.	Spoken persuasive response Students create a perspective through reasoned argument and use language and stylistic features to persuade an audience.
		Written response for a public audience Students analyse how two texts represent a shared concept, identity, time or place in a response for a public audience.
	Unit 4: Close Study of Literary Texts Explore human experiences through the close study of literary texts from diverse times and places.	Examination – Extended response Students interpret a text from the prescribed text list, then use it as a springboard to create an imaginative response.
		Examination – Extended response External analytical response, responding to a question set by the QCAA.

ESSENTIAL ENGLISH (APPLIED)

Essential English develops students' ability to use language confidently in everyday, social, community, and work contexts. It encourages them to recognise the relevance of language and texts in their lives and to understand, accept, or challenge the values and attitudes they present. Through varied learning experiences, students build skills to communicate in Standard Australian English, respond to a range of texts, and create purposeful texts using appropriate structures, features, and technologies to effectively convey meaning.

Choose Essential English if you:

- Want to build confidence using language in real-world, everyday situations.
- Prefer practical, relevant learning over literary analysis.
- Are looking for a subject that supports a variety of pathways into employment, further education or training.

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Language That Works Explore how meaning is communicated in workplace, and how this varies according to purpose, audience, and context.	Multimodal response Students create a multimodal presentation that puts forward a particular perspective about a workplace.
		Examination – Short response Students comprehend and explain texts about the world of work, explaining how these texts communicate information, ideas and perspectives.
	Unit 2: Texts and Human Experiences Investigate diverse human experiences and worldviews, considering how texts shape perspectives and invite audiences to accept particular points of view.	Written response Students create a creative written text using ideas from a novel studied in class to represent identities, places, events, or concepts.
		Multimodal response Students create a multimodal presentation explaining how ideas, attitudes, values, and beliefs underpin and shape representations in a film studied in class.
Y E A R 1 2	Unit 3: Language That Influences Examine how community, local, and global issues are presented in texts, and how perspectives, ideas, attitudes, and values influence audiences.	Spoken response Students create a persuasive spoken presentation on a community, local, or global issue, using language and structure to influence audiences.
		Examination – Common internal assessment A short response exam based on seen and unseen stimulus, set by QCAA.
	Unit 4: Representations and Popular Culture Texts Explore how representations in popular culture texts are constructed, focusing on how structure and language shape meaning.	Multimodal response Students create a multimodal presentation expressing their perspective about a representation in a contemporary popular culture text studied in class.
		Written response Students write a response inviting audiences to take a position about an aspect of an Australian popular culture text studied in class.

HEALTH (GENERAL)

The subject Health teaches students how different factors affect lifelong health and wellbeing. It focuses on real-world topics like resilience, alcohol use, transport safety, anxiety, respectful relationships and the post schooling transition. Students explore these issues through research, critical thinking, and action-based learning. The course also helps build valuable skills like communication, problem-solving, and teamwork, preparing students for future study, careers in the growing health industry, and making positive changes in their communities.

Choose Health if you:

- Want to explore real-life topics like resilience, managing anxiety, transport safety, alcohol awareness, and respectful relationships.
- Are looking to develop vital life and workplace skills such as effective communication, critical thinking, and collaboration.
- Are interested in further study and careers in the expanding health sector. Health lays a strong foundation for future opportunities in health science, public health, education, allied health, nursing, and medical professions.

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Resilience as a personal health resource	<p>Action Research Students investigate a specific question by collecting, analysing, and synthesising primary and secondary data within a real-world context.</p> <p>Examination — extended response: Students respond individually to a provided problem, question, or issue by applying a range of cognitions under supervised, timed conditions.</p>
	Unit 2: Peers and family as resources for healthy living	<p>Investigation — analytical exposition: Students research a specific question through the collection, analysis, and synthesis of primary and secondary data to present a reasoned argument.</p> <p>Examination — extended response: Students respond individually to a provided problem, question, or issue by applying a range of cognitions under supervised, timed conditions.</p>
	Unit 3: Community as a resource for healthy living	<p>Action Research Students investigate a specific question by collecting, analysing, and synthesising primary and secondary data within a real-world context.</p> <p>Examination — extended response: Students respond individually to a provided problem, question, or issue by applying a range of cognitions under supervised, timed conditions.</p>
	Unit 4: Respectful relationships in the post-schooling transition	<p>Investigation — analytical exposition: Students research a specific question through the collection, analysis, and synthesis of primary and secondary data to present a reasoned argument.</p> <p>Examination External assessment set by the QCAA.</p>

PHYSICAL EDUCATION (GENERAL)

Physical Education isn't just about playing sports — it's about getting to know how your body works, how to improve your performance, and how to live a healthier, more active life. In this subject, you'll dive into the science behind movement, discover what motivates people to stay active, and learn how to support not just your own fitness, but others' as well. You'll take part in fun, challenging physical activities while also exploring real-world topics through an inquiry-based approach. Along the way, you'll build teamwork, communication, and problem-solving skills — all while gaining the knowledge to stay fit and healthy for life.

Choose Physical Education if you:

- Enjoy sport or HPE and want to build on that through fun, active learning.
- Are interested in how the body and mind work together in movement and performance.
- Like learning by doing, being active, and thinking about how to improve.

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Motor learning, functional anatomy and biomechanics in physical activity <ul style="list-style-type: none"> • Motor learning in physical activity • Functional anatomy and biomechanics in physical 	Project – Folio Students will plan and explain a personal motor learning and movement strategy to improve a specific skill. Students then reflect on how well it worked for them and present their findings in a multimodal way.
		Examination — combination response Students will complete a supervised test with multiple choice, short answer, and extended response questions about anatomy and biomechanics.
	Unit 2: Sport psychology and equity in physical activity <ul style="list-style-type: none"> • Sport psychology in physical activity • Equity — barriers and enablers 	Project - Folio Students will create a personal sport psychology strategy to help them perform a movement more effectively. Students will explain how the strategy helped them and present their findings in a multimodal format.
		Investigation – Report Students will come up with and review a strategy that helps make a chosen physical activity fairer and more inclusive. Students will explain how it encourages more people to get involved in a written report.
Y E A R 1 2	Unit 3: Tactical awareness and ethics in physical activity <ul style="list-style-type: none"> • Tactical awareness in physical activity • Ethics and integrity in physical activity 	Project — Folio Students will design and review their own tactical strategy for a sport or activity. Students show how it works using both physical skills and ideas, and present it in a multimodal format.
		Investigation — Report Students will research and examine a real-life ethical issue in a physical activity setting. Students gather information and write a report about what they found and what they think.
	Unit 4: Energy, fitness and training in physical activity <ul style="list-style-type: none"> • Energy, fitness and training integrated in physical activity 	Project — Folio Students will plan and evaluate a personal training strategy based on their research. Students show their understanding in a multimodal presentation.
		Examination External assessment set by the QCAA.

SPORT & RECREATION (APPLIED)

Sport & Recreation focuses on active participation to help students understand the role of sport in their lives and communities. Through engaging in physical activities, students experience fun and challenge while developing life, physical, and vocational skills. Each unit involves hands-on participation in sport or recreation, where students investigate, plan, perform, and evaluate.

Choose Sport & Recreation if you:

- Enjoy being active and want to improve your health and wellbeing.
- Are interested in a career in sport, fitness, or recreation.
- Want to develop important life skills in a fun and engaging way.

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Event Management In this unit, students investigate a range of event management activities and strategies. They analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan events and implement strategies to enhance participation outcomes for target groups. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves and a specific target group.	Performance Students plan, perform and evaluate event management activities and strategies to enhance outcomes related to event management.
		Project Students investigate, plan, perform and evaluate event management activities and strategies to enhance outcomes related to event management.
	Unit 2: Coaching & Officiating In this unit, students investigate best practice in coaching and officiating and analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan and implement strategies to enhance outcomes for themselves or a specific target group. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves or a specific target group.	Project Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in coaching and/or officiating.
		Performance Students plan, perform and evaluate activities and strategies to enhance outcomes in coaching and/or officiating.
Y E A R 1 2	Unit 3: Optimising Performance In this unit, students investigate a range of activities and strategies to optimise athletic performance. They analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan to optimise their own or others' performance and implement strategies to enhance specific outcomes. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves or a specific target group.	Project Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes related to optimising performance.
		Performance Students plan, perform and evaluate activities and strategies to enhance outcomes related to optimising performance.
	Unit 4: Emerging trends in sport, fitness and recreation In this unit, students investigate the key drivers of these emerging trends and analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan and implement strategies to enhance participation outcomes for a target group. They evaluate the effectiveness of their strategies and justify recommendations to enhance.	Performance Students plan, perform and evaluate activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation.

BASKETBALL / RUGBY LEAGUE STUDIES (CERTIFICATE II IN SPORT COACHING)

With a focus on either Basketball or Rugby League, students develop essential coaching, leadership, and communication skills while working towards a qualification that opens doors in the sport and recreation industry. This subject combines your passion for sport with real-world coaching skills through the nationally recognised Certificate II in Sport Coaching. Upon completion, students may work or volunteer as assistant coaches in community-based sports clubs and organisations. This course also supports future study in sport, fitness, and recreation industries.

Choose Basketball / Rugby League Studies if you:

- Are passionate about Basketball or Rugby League and enjoy being active.
- Want to gain a nationally recognised VET qualification in sport coaching.
- Are interested in leadership, teamwork, and helping others improve their skills.
- Are looking for a pathway to work or volunteer in sport, fitness or recreation.

Code	Units of Competency
HLTAID011	Provide First Aid
SIRXWHS001	Work Safely
SISSSCO002	Work in a Community Coaching Role
SISSSCO001	Conduct Sport Coaching Sessions
SISSSOF002	Improve Officiating Skills
SISXPLD001	Provide Hire Equipment
SISXEMR003	Respond to Emergency Situations

EARLY CHILDHOOD STUDIES (APPLIED)

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

Choose Early Childhood Studies if you:

- Enjoy hands on learning and developing play-based activities for children.
- Are looking for a job that involves working with children or wish to pursue a vocational qualification in childcare.

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Play and creativity Explore the fundamentals of early childhood and the practices of early childhood learning through the context of play and creativity.	Project – Presentation of activity in simulated environment
		Extended Response - Report
	Unit 2: Children's development Learn about practices to support development of children, identifying the influences on development and ways to promote development according to children's needs	Project – Plan and activity produce a product
		Investigation – Response + Poster
Y E A R 1 2	Unit 3: Literacy and numeracy Learn about practices that can be implemented to facilitate early childhood learning through active play-based activities that are responsive to children's needs to enhance literacy and numeracy	Project – Playing to Learn
		Project – Count me in
	Unit 4: Children's wellbeing Learn about practices to support children's wellbeing. They plan and implement active play-based learning activities to support the individual needs of children in early childhood.	Extended response – Contemporary society
		Project – Australia as a global citizen

MATHEMATICS (GENERAL)

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 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.

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Money, Measurement, Algebra and Linear Equations Applications of rates and percentages and the use of spreadsheets. Understand and use Pythagoras' theorem and complete calculations relating to 2- and 3- dimensional shapes. Determine similarity and scale factors. Explore linear equations and their graphs.	Problem Solving and Modelling Task Students provide a written response to a specific mathematical investigative scenario or context. Examination – Short response Students respond to unseen questions in a 90 minute examination.
	Unit 2: Applications of Linear Equations and Trigonometry, Matrices and Univariate Data Solving simultaneous linear equations. Solving 2-dimensional practical problems involving right-angled and non-right angled triangles. Use matrices to model and solve problems. Understanding and comparing single variant data sets.	Examination – Short response Students respond to unseen questions in a 90 minute examination.
Y E A R 1 2	Unit 3: Bivariate Data and Time Series Analysis, Sequences and Earth Geometry Identify and describe associations between two numerical variables. Analyse time series data. Generate arithmetic and geometric sequences. Locations on the Earth and time zones.	Problem Solving and Modelling Task Students provide a written response to a specific mathematical investigative scenario or context. Examination – Short response Students respond to unseen questions in a 90 minute examination.
	Unit 4: Investing and Networking Solve practical problems involving loans, investments and annuities. Create graphs and adjacency matrices. Use flow networks and the Hungarian algorithm to solve practical problem involving network flow and determine optimum assignments for larger practical problems.	Examination – Short response Students respond to unseen questions in a 90 minute examination Examination – Short response External assessment set by the QCAA. (2 x 90 minute papers)

MATHEMATICAL METHODS (GENERAL)

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.

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics.

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Surds, Algebra, Functions and Probability Model and solve problems involving quadratic functions and their graphs. Model and solve problems that involve cubic functions, with and without technology. Recognise and determine functions and their relationships, including trigonometric functions. Use everyday occurrences to illustrate set descriptions and representations of events, and set operations, including the use of Venn diagrams.	Problem Solving and Modelling Task Students provide a written response to a specific mathematical investigative scenario or context. Examination – Short response Students respond to unseen questions in a 90 minute examination.
	Unit 2: Calculus and Further Functions Model and solve problems involving logarithmic functions. Explore the concepts of derivatives and functions. Applications of differential calculus.	Examination – Short response Students respond to unseen questions in a 90 minute examination.
	Unit 3: Further Calculus and Introduction to Statistics Model and solve problems that involve derivatives of exponential and logarithmic functions. Explore differentiation rules. Model and solve optimisation problems from a wide variety of fields using first and second derivatives. Model and solve problems that involve indefinite integrals. Explore discrete random variables.	Problem Solving and Modelling Task Students provide a written response to a specific mathematical investigative scenario or context. Examination – Short response Students respond to unseen questions in a 90 minute examination.
Y E A R 1 2	Unit 4: Further Calculus, Trigonometry and Statistics Applications of integration. Model and solve problems that involve the sine rule, cosine rule and the area formula in two- and three-dimensional contexts. Explore continuous random variables and the normal distribution. Recognise and use graphical displays of real and simulated data of random samples from various types of distributions. Model and solve problems that involve interval estimates for proportions.	Examination – Short response Students respond to unseen questions in a 90 minute examination Examination – Short response External assessment set by the QCAA. (2 x 90 minute papers)

SPECIALIST MATHEMATICS (GENERAL)

Students who undertake Specialist Mathematics will develop confidence in their mathematical knowledge and ability and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power. The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics.

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced.

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Combinatorics, Proofs, Vectors and Matrices Solve problems that involve combinations with restrictions including specific objects grouped together and selection from multiple groups. Explore the nature of proofs and rational and irrational numbers. Represent vectors in various forms. Define and use addition and subtraction of matrices, scalar multiplication, matrix multiplication, multiplicative identity and multiplicative inverse.	Problem Solving and Modelling Task Students provide a written response to a specific mathematical investigative scenario or context. Examination – Short response Students respond to unseen questions in a 90 minute examination.
	Unit 2: Complex Numbers, Further Proof, Trigonometry, Functions and Transformations Understand and use complex numbers Sketch and use complex numbers in polar form as polar coordinates. Investigate circle properties and their proofs and geometric proofs using vectors. Explore reciprocal trigonometric functions and trigonometric identities. Represent transformations using matrices.	Examination – Short response Students respond to unseen questions in a 90 minute examination.
Y E A R 1 2	Unit 3: Further Complex Numbers, Proof, Vectors and Matrices Determine roots of complex numbers and factorise polynomials. Understand the nature of inductive proof including the use of initial statement, assumption statement, inductive step and conclusion. Examine and use vectors in 2- and 3-dimensions. Apply vector calculus to model and solve problems that involve motion in a plane, including projectile and circular motion. Investigate real-life applications of matrices.	Problem Solving and Modelling Task Students provide a written response to a specific mathematical investigative scenario or context. Examination – Short response Students respond to unseen questions in a 90 minute examination.
	Unit 4: Further Calculus and Statistical inference Understand and apply integration techniques. Model and solve problems that involve exponential random variables and associated probabilities and quantiles. Model and solve problems using provided differential equations. Model motion. Model and solve problems that involve interval estimates for sample means.	Examination – Short response Students respond to unseen questions in a 90 minute examination Examination – Short response External assessment set by the QCAA. (2 x 90 minute papers)

ESSENTIAL MATHEMATICS (APPLIED)

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

Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning.

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Number, Data and Money Understand and use ratios, rates and percentages. Classify and represent data. Explore earning money and budgeting.	Problem Solving and Modelling Task Students provide a written response to a specific mathematical investigative scenario or context.
		Examination – Short response Students respond to unseen questions in a 60 minute examination.
	Unit 2: Data and Travel Collecting and displaying data. Calculations involving 12- and 24-hour time, speed and distance.	Problem Solving and Modelling Task Students provide a written response to a specific mathematical investigative scenario or context.
		Examination – Short response Students respond to unseen questions in a 60 minute examination.
Y E A R 1 2	Unit 3: Measurement, Scales and Chance Complete calculations involving area, perimeter, volume and capacity. Create and interpret scale drawings. Model simulations and simple probabilities.	Problem Solving and Modelling Task Students provide a written response to a specific mathematical investigative scenario or context.
		Examination – Short response Common Internal Assessment set by the QCAA (60 minute examination)
	Unit 4: Graphs, Data and Loans Explore bivariate data. Summarise and compare data sets. Calculate compound interest and reducing balance loans.	Problem Solving and Modelling Task Students provide a written response to a specific mathematical investigative scenario or context.
		Examination – Short response Students respond to unseen questions in a 60 minute examination.

FILM, TELEVISION AND NEW MEDIA (GENERAL)

Film, Television & New Media develops students' critical thinking and creative capabilities through an inquiry learning model. Students explore five key concepts: technologies, representations, audiences, institutions, and languages, and apply them through individual and collaborative creation of moving-image media products. They also respond to and analyse media content and production contexts. The subject cultivates respect for diversity, critical media awareness, and ethical citizenship while building highly transferable skills in communication, analysis, and collaboration.

Choose Film, Television & New Media if you:

- Are interested in the creative and technical aspects of media production.
- Enjoy working collaboratively and expressing ideas visually.

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Foundation Develop understanding of the foundational concepts and processes used in Film, Television & New Media through a study of the music clip.	Project Students design and create a music clip through three project components; a treatment, shotlist, and a final polished production
		Case Study Students research, analyse and evaluate the marketing practices of a specific music artist, particularly the way they use social media to engage their audiences and to market and distribute their music and their brand.
	Unit 2: Stories Investigate the ways in which story takes different forms in different contexts and how representations and languages engage audiences in stories with a focus on those from the horror genre.	Project Students create a typical slasher horror sequence through two project components; a storyboard and production
		Examination – Extended response Students analyse and evaluate the use of typical languages in a slasher horror scene in an extended written response
Y E A R 1 2	Unit 3: Participation Explore how audiences participate with moving-image media across multiple platforms. Investigate transmedia story telling in franchises like Stranger Things, Walking Dead and Marvel. Focus on interactive and multiplatform documentaries for assessment.	Project Students design a treatment for a multi platform documentary and create the opening sequence for this documentary through a storyboard and production
		Case Study Students research, analyse and evaluate the level of engagement of the audience in a multiplatform product through an examination of its different interactive features and contexts of production.
	Unit 4: Artistry Develop their own identity and artistry as a filmmaker, through creating stylistic moving-image media products	Project Students create and present a stylistic project that is consistent with the art or experimental film style that includes a treatment and production
		External Examination – Extended response External assessment set by the QCAA.

MUSIC EXTENSION: PERFORMANCE (GENERAL)

The Music Extension syllabus should be read in conjunction with the Music syllabus. In Music Extension; Performance Specialisation (making), students enter into an apprenticeship and work towards realising their potential as performers. As an apprentice, students will work alongside an expert, artisan and/or resource to explore their performance specialisation. Through a gradual release of responsibility model, students develop into musicians who are working towards independence. With explicit guidance from teachers, students explore three models of apprenticeship: oral traditions, cognitive apprenticeship and interactive learning. They consider what constitutes good practice through research, mentor guidance, critique and fundamental skills of the specialisation. Students also develop skills in goal setting and reflective practice when developing their skills and understanding in the specialisation

To qualify for selection for the Music Extension Course you must achieve an A in the Performance Component of the Year 11 Music Course

Y E A R 1 2	Units of Work	Types of assessment
	Unit 3: Explore, students enter into an apprenticeship and work towards realising their potential as performers. As an apprentice, students will work alongside an expert, artisan and/or resource to explore their performance specialisation.	<p>IA1 Performance - present a performance in a style or genre of your choice</p> <p>+Performance Statement of Intent– examine and evaluate the performance choices made in the work and express the meaning communicated through the performance</p>
		<p>IA2 Performance - present a performance in a style or genre of your choice</p> <p>+Performance Statement of Intent– examine and evaluate the performance choices made in the work and express the meaning communicated through the performance</p>
	Unit 4: Emerge students draw on their experiences from Unit 3 to realise their potential as performers. As emerging artists, students critically reflect on their musicianship and refine practice in an endeavour to discover their personal style as musicians. They operate with increasing independence and sophistication through independent application of the subject matter from Unit 3 and through the student's emerging individual music voice or identity	<p>IA3 Performance Project: Performance - present a performance in a style or genre of your choice</p> <p>+Performance Statement of Intent– examine and evaluate the performance choices made in the work and express the meaning communicated through the performance</p> <p>+Reflective Statement – evaluates at least two techniques and/or strategies of best practice that influenced the performance</p> <p>Examination – Extended response External assessment set by the QCAA.</p>

MUSIC (GENERAL)

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.

Choose Music if you:

- enjoy listening to, making and performing music
- are keen to learn about music elements and concepts and how to use them to create and perform music

	Units of Work	Types of assessment
Y E A R 1 1	Designs Explore how the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	Performance of a piece of music of your choice that explores the use of music elements and concepts. Performance Statement – explaining the performance choices made
		Composition of a work that incorporates an innovation either from a genre or style you have studied in class or you own innovative use of music elements Statement of Compositional Intent – explaining the use of compositional devices and musical elements in your composition
	Identities Explore how 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?	Integrated Project Presentation of a Musicology Analysis and Evaluation of a music work for which identity is the context. This analysis will inform + EITHER Composition + Statement of Compositional Intent OR Performance + Performance Statement
Y E A R 1 2		Examination – Extended response Analysis of a music piece within the context of identity
	Innovations explore how musicians incorporate innovative music practices to communicate meaning when performing and composing?	Performance of a piece of music of your choice that demonstrates the innovative use of music elements and concepts. Performance Statement – explaining the performance choices made
		Composition of a work that incorporates an innovation either from a genre or style you have studied in class or you own innovative use of music elements Statement of Compositional Intent – explaining the use of compositional devices and musical elements in your composition
Y E A R 1 2	Narratives explore how musicians manipulate music elements to communicate narrative when performing, composing and responding to music?	Integrated Project – establish a viewpoint on the expressive use of music to convey narrative. Presentation of a Musicology Analysis and Evaluation of a music work from Film, TV, Video Game, Music Theatre, Opera or Program Music that illustrates your viewpoint. This analysis will inform your composition Composition + Statement of Compositional Intent of a piece of music that further justifies your viewpoint
		External assessment set by the QCAA.

DANCE IN PRACTICE (APPLIED)

Dance is a unique art form and a powerful medium for communication that uses movement as a means of personal expression. It affects a wide range of human activities, including personal, social, cultural, health, artistic and entertainment pursuits. Dance is a growing art form that reflects Australia's cultural diversity while also allowing students to engage with established and progressive worldwide dance genres and styles.

Choose Dance in Practice if you:

- Enjoy watching, choreographing and performing dance
- Like hands on practical activities and are creative
- Are interested in different types of dance and their purposes
- Are interested in knowing about the Dance Industry

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1 B Dance Industry Explore different sectors of the dance industry (including professional and amateur) through choreographing, performing and responding experiences	Choreographic Project: plan, choreograph and evaluate a dance work for an audition for the TV show World of Dance, in a genre or style of their choice.
		Performance – perform a teacher or guest artist-devised performance piece that would be performed at The Dream Dance Company's tour.
	Unit 2: D Technology Explore the use of technology in dance; how technology influences decisions when making and responding in dance, how technology can shape, influence or enhance how ideas are communicated.	Choreographic Project: plan, choreograph and evaluate a dance video for a selected musical artist.
		Performance - perform in a dance video using the choreography from your D1 – Choreographic Project
Y E A R 1 2	Unit 3: C Health Develop their knowledge and understanding about the health benefits of dance through physical, mental, emotional, social and/or creative experiences. They investigate and develop an understanding of using dance with diverse groups.	Performance Project perform a teacher/guest-devised Zumba dance, in a small group and then plan an adaptation of the learnt choreography for a different target group to reflect the skills, abilities and health of the target group.
		Choreography - choreograph a dance for the identified group
	Unit 4: A Celebration Students consider a range of purposes and contexts and engage in diverse dance genres and styles as they shape and share dance ideas, emotions and experiences.	Choreographic Project plan, choreograph and evaluate a dance with the theme of Celebration for Bremer SHS's annual Dance Night.
		Performance -perform a teacher or student devised Celebration dance for a live audience at Bremer's Dance Night.

DRAMA IN PRACTICE (APPLIED)

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

Choose Drama in Practice if you:

- Like acting, directing, improvising, playing drama games and devising performances
- Enjoy collaborating with other people creatively to create something
- Are interested in exploring different drama styles and their purposes
- Enjoy script work and bringing plays to life

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1 A Collaboration Participate in the collaborative process in Drama, taking a theatrical work from a brief to a performance.	Directorial Project: plan, make and evaluate a director's brief for an excerpt of a published script. ' WOLF LULLABY ' to engage a contemporary audience
		Performance – Prepare and present an excerpt based on one of the directors' briefs from A1 for a specified audience.
	Unit 2: D Commentary Explore and respond to the issues and events that affect our lives on a local, national and global scale. Create and present performance works with the purpose of educating, challenging, empowering and informing audiences.	Devising Project: plan, devise, and evaluate a scene that comments on a selected social issue affecting the community and incorporates the relevant elements of drama whilst incorporating Epic (Brecht) and Forum (Boal) Theatre conventions.
		Performance - perform a student-devised and teacher-directed collage drama from Assessment D1
Y E A R 1 2	Unit 3: B Community Engage in authentic interactions by accessing and participating in drama activities that relate to the lives and interests of a community. Build awareness and understanding of community theatre.	Devising Project- plan, devise and evaluate a scene for an identified community issue, story or person of interest by identifying a key moment of storytelling.
		Performance – perform a devised scene from the previous assessment
	Unit 4: C Contemporary Develop the knowledge, understanding and skills required to make and respond to drama works that explore and reflect contemporary trends in theatre	Directorial Project: plan, make and evaluate a director's brief for an excerpt of a published script for a contemporary performance
		Performance - Perform an excerpt of a published script, collaborating using the director brief/s from Assessment C1 for the performance

MEDIA ARTS IN PRACTICE (APPLIED)

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

Choose Media Arts in Practice if you:

- Enjoy media products like Films, TV shows, video games etc...
- Like hands on practical activities and are creative
- Are interested in learning how to make your own Media products
- Enjoy learning how to use different technologies

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: B Representations Explore the ways that media artworks can alter, question or add to representations of reality, using media language to make representations for social media or gaming platforms.	Project: plan, evaluate and make a design for RPG video game that challenges dominant video game representations of gender that includes a Treatment and folio
		Make:—an introductory video game cut scene that challenges dominant representations of gender according to the design treatment and shot list
	Unit 2: D Persuasion Identify marketing styles or trends in the media industry and use persuasive media language to pitch a media artwork.	Project: plan, evaluate and make a design pitch for a new TV show ,including a trailer, that follows marketing styles or trends
		Make: the trailer for the TV show that was pitched in the previous assessment piece
Y E A R 1 2	Unit 3: C Community Investigate the ways media arts can celebrate, advocate for and/or inform audiences. students respond to a selected community, using media language to celebrate or advocate for community and/or inform audiences.	Project: plan, evaluate and make a design for a short documentary about an issue within the school or local community
		Make:— mini documentary about an issue within the school or local community according to the design and shot list
	Unit 4: A Personal Viewpoints Explore the relationship between media arts and the development of their own and others' social values, attitudes and beliefs..	Project: plan, evaluate and make a design for a short film that expresses a personal viewpoint about an issue within society and that includes a treatment and a shotlist
		Performance - Perform an excerpt of a published script, Make: – a narrative short film that expresses a personal viewpoint about a societal issue as developed in the design

MUSIC IN PRACTICE (APPLIED)

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

Choose Music in Practice if you:

- Enjoy listening to, playing and performing music
- Are interested in branding and marketing of performers

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: B Cutting Edge students develop their understanding of relevant and appropriate music technology.	Performance Project: plan, evaluate, perform, of a cover song focussing on utilising an item of technology
		Composition - use music technology and production techniques to make a composition that has a connection to their school or local community.
	Unit 2: A Music of Today students make and respond to contemporary music as they become aware of the musical skills that are integral to performance and composition, including various songwriting styles and techniques.	Composition Project: plan and compose and evaluate of a song that fits into today's contemporary genre considering context and purpose, genre or style, instrumentation, technology, music elements, inspiration from contemporary songwriters
		Performance of a current contemporary genre song that reflects a connection to school or local community
Y E A R 1 2	Unit 3: C Building Your Brand students explore facets of the music industry and develop an understanding of current and emerging music genres and styles to inform the development of their artistic brand as a musician. They analyse music artists' brands across a range of eras and the approaches used to build brands.	Performance Project: plan, evaluate and perform a cover from a current contemporary artist who has successfully built their brand considering context and purpose that relates to expressing their developing brand, genre and/or style instrumentation, music industry practices about developing a brand,
		Composition - make an original composition that reflects their developing brand and is suitable for their chosen music streaming platform.
	Unit 4: D Live On Stage students explore commercial music for the purpose of understanding the role music plays in the entertainment and media industries of the 21st century.	Composition Project plan, evaluate and make a composition for a commercial context
		Performance - of commercial music with a visual component that is connected to their school or local community.

BIOLOGY (GENERAL)

The subject Biology focuses on understanding the structure, function, diversity, and evolution of living organisms and the interdependence of life. It emphasises scientific inquiry, critical thinking, and problem-solving.

Choose Biology if you:

- Enjoy studying the living world.
- Are good at reading, writing and have a satisfactory level of Maths skill.
- Are going for an ATAR and need Biology for your university course.

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Cells and multicellular organisms investigate how the structure and function of cells and multicellular organisms relate to the exchange of matter and energy	Data Test- Cells Analyse scientific data, graphs or experimental results to interpret information, identify patterns or relationships of Unit 1 topics
		Student Experiment- Cellular Transport Modify an experiment, relevant to unit 1 subject matter to address their own research question and provides opportunities to assess science inquiry skills.
	Unit 2: Maintaining the internal environment investigate how homeostatic mechanisms and the immune system respond to stimuli	Research Investigation- Homeostasis To apply biological knowledge and scientific skills to investigate a real-world problem or question through secondary data analysis of a topic in Unit 2
		End of Year Exam To demonstrate biological knowledge on all Unit 1 and 2 topics in an exam setting
Y E A R 1 2	Unit 3: Biodiversity and the interconnectedness of life explore ecosystem biodiversity, species interactions, and environmental factors influencing population dynamics, developing ecological investigation and data analysis skills	Data Test- Biodiversity Analyse scientific data, graphs or experimental results to interpret information, identify patterns or relationships of Unit 3 topics
		Student Experiment- Population Dynamics Modify an experiment, relevant to unit 3 subject matter to address their own research question and provides opportunities to assess science inquiry skills.
	Unit 4: Heredity and continuity of life investigate the cellular processes and genetic mechanisms that ensure the continuity and diversity of life, exploring inheritance, evolution, and factors affecting gene pools	Research Investigation- Heredity and Evolution To apply biological knowledge and scientific skills to investigate a real-world problem or question through secondary data analysis of a topic in Unit 4
		External Exam To demonstrate biological knowledge on all Unit 3 and 4 topics in an exam setting

CHEMISTRY (GENERAL)

The subject Chemistry explores the structure, composition, and reactions of matter. It emphasises scientific inquiry, problem-solving, and critical thinking to understand chemical processes and their applications in real-world contexts.

Choose Chemistry if you:

- Enjoy studying structure, composition and reactions of elements and compounds.
- Are good at reading, writing and have a high level of Maths skill.
- Are going for an ATAR and need Chemistry for your university course

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Chemical Fundamentals — Structure, Properties, and Reactions Introduces atomic structure, chemical bonding, and basic reactions.	Data Test – Chemical Foundations Analyse scientific data, graphs or experimental results to interpret information, identify patterns or relationships of Unit 1 topics
		Student Experiment- Chemical Structures and Reactions Modify an experiment, relevant to unit 1 subject matter to address their own research question and provides opportunities to assess science inquiry skills.
	Unit 2: Molecular Interactions and Reactions Explores intermolecular forces, properties of substances, and reactions such as acids and redox.	Research Investigation- Molecular Chemistry To apply chemistry knowledge and scientific skills to investigate a real-world problem or question through secondary data analysis of a topic in Unit 2
		End of Year Exam To demonstrate chemistry knowledge on all Unit 1 and 2 topics in an exam setting
Y E A R 1 2	Unit 3: Equilibrium, Acids and Redox Reactions Investigates chemical equilibrium, acid-base behaviour, and oxidation-reduction processes.	Data Test – Chemical Behaviours Analyse scientific data, graphs or experimental results to interpret information, identify patterns or relationships of Unit 3 topics
		Student Experiment – Investigating Acids and Redox Reactions Modify an experiment, relevant to unit 3 subject matter to address their own research question and provides opportunities to assess science inquiry skills.
	Unit 4: Structure, Synthesis and Design Focuses on organic chemistry, synthesis, and analytical techniques used in chemical design.	Research Investigation- Organic Chemistry To apply chemistry knowledge and scientific skills to investigate a real-world problem or question through secondary data analysis of a topic in Unit 4
		External Exam To demonstrate chemistry knowledge on all Unit 3 and 4 topics in an exam setting

PHYSICS (GENERAL)

The subject Physics explores the fundamental principles of the physical universe, including motion, energy, forces, and the structure of matter. The subject develops analytical thinking, problem-solving, and scientific investigation skills through the application of mathematical models and theories.

Choose Physics if you:

- Enjoy studying the fundamental principles of the physical universe.
- Are good at reading, writing and have a high level of Maths skill.
- Are going for an ATAR and need Physics for your university course.

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Thermal, Nuclear and Electrical Physics Covers thermal energy, nuclear processes, and electrical circuits and energy.	Data Test- Energy and Electricity Analyse scientific data, graphs or experimental results to interpret information, identify patterns or relationships of Unit 1 topics
		Student Experiment- Heat, power, energy Modify an experiment, relevant to unit 1 subject matter to address their own research question and provides opportunities to assess science inquiry skills.
	Unit 2: Linear Motion and Waves Explores linear motion, forces, energy conservation, and wave behaviour.	Research Investigation- Motion and waves To apply physics knowledge and scientific skills to investigate a real-world problem or question through secondary data analysis of a topic in Unit 2
		End of Year Exam To demonstrate physics knowledge on all Unit 1 and 2 topics in an exam setting
Y E A R 1 2	Unit 3: Gravity and Electromagnetism Examines gravity, electromagnetism, and how fields influence motion.	Data Test- Gravitational and Electromagnetic Fields Analyse scientific data, graphs or experimental results to interpret information, identify patterns or relationships of Unit 3 topics
		Student Experiment- Field effects on motion Modify an experiment, relevant to unit 3 subject matter to address their own research question and provides opportunities to assess science inquiry skills.
	Unit 4: Revolutions in Modern Physics Introduces modern physics concepts including relativity, quantum theory, and the structure of matter.	Research Investigation- Modern studies of physics To apply physics knowledge and scientific skills to investigate a real-world problem or question through secondary data analysis of a topic in Unit 4
		External Exam To demonstrate physics knowledge on all Unit 3 and 4 topics in an exam setting

PSYCHOLOGY (GENERAL)

The subject Psychology examines individual and group behaviour through a scientific lens. The subject explores psychological theories, research methods, and real-world applications to help students understand how humans think, feel, and act.

Choose Psychology if you:

- Enjoy studying the psychological theories and examining behaviour through a scientific lens.
- Are good at reading, writing and have a moderate level of Maths skill.
- Are going for an ATAR and need Psychology for your university course

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Individual Development Examines how brain function, cognitive development, and states of consciousness influence the growth and behaviour of individuals.	Data Test- Brain Functions Analyse scientific data, graphs or experimental results to interpret information, identify patterns or relationships of Unit 1 topics
		Student Experiment- Development and Growth Modify an experiment, relevant to unit 1 subject matter to address their own research question and provides opportunities to assess science inquiry skills.
	Unit 2: Individual Behaviour Investigates theories of intelligence and personality, as well as the diagnosis and treatment of psychological disorders.	Research Investigation- Exploring behaviours To apply psychology knowledge and scientific skills to investigate a real-world problem or question through secondary data analysis of a topic in Unit 2
		End of Year Exam To demonstrate psychology knowledge on all Unit 1 and 2 topics in an exam setting
Y E A R 1 2	Unit 3: Psychology of the Individual Explores how individuals learn and remember through classical and operant conditioning, observational learning, and models of memory.	Data Test- Psychological Conditioning Analyse scientific data, graphs or experimental results to interpret information, identify patterns or relationships of Unit 3 topics
		Student Experiment- Learning and Remembering Modify an experiment, relevant to unit 3 subject matter to address their own research question and provides opportunities to assess science inquiry skills.
	Unit 4: Psychology of Groups Focuses on how social influence, group dynamics, and interpersonal factors affect attitudes, relationships, and behaviour in group settings.	Research Investigation- Social Psychology To apply psychology knowledge and scientific skills to investigate a real-world problem or question through secondary data analysis of a topic in Unit 4
		External Exam To demonstrate psychology knowledge on all Unit 3 and 4 topics in an exam setting

SCIENCE IN PRACTICE (APPLIED)

Science in Practice is designed to help students explore scientific concepts and their applications in real-world and workplace contexts. The subject emphasises practical problem-solving, scientific literacy, and critical thinking, preparing students for further education, work, and everyday life.

Choose Science in Practice if you:

- Enjoy thinking and learning about topics like sustainability, health, food science, or technology in ways that are hands-on and meaningful.
- Want to become informed citizens who can critically evaluate scientific information in media, health, and environmental decisions.
- Are looking for a job that involves understanding and working with the wider community.

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Ecology Students examine the ecology of a selected species or group of organisms and their interactions with their environments.	Applied investigation- Creek study Students investigate a research question by collecting, analysing and interpreting primary or secondary information.
		Practical Project- Water purification Students use practical skills to complete a project in response to water purification
	Unit 2: Forensic Science Students explore scientific processes used in the field of forensic science and execute relevant procedures, such as fingerprinting, casting and blood typing. Students identify, explain and organise evidence collected for analysis.	Practical Project- Forensic techniques Students use practical skills to complete a project in response to fingerprinting
		Applied investigation- Crime scene analysis Students investigate a research question by collecting, analysing and interpreting primary or secondary information.
Y E A R 1 2	Unit 3: Consumer Science Students develop an understanding of the role and impact of biology and chemistry in the development, use and disposal of products. They learn about microbes in food, including types of microorganisms and the environmental conditions that affect their growth.	Practical Project- Food preservation Students use practical skills to complete a project in response to food preservation
		Applied investigation- Differing amounts of Vit C Students investigate a research question by collecting, analysing and interpreting primary or secondary information.
	Unit 4: Transport Students explore transportation and vehicle safety by investigating the scientific concepts of energy, energy conversions, aerodynamics and safety features of selected modern vehicles. Students demonstrate an understanding of the laws of motion, energy efficiency and the effects of aerodynamics.	Applied investigation- Investigate forces Students investigate a research question by collecting, analysing and interpreting primary or secondary information.
		Practical Project- Build a vehicle Students use practical skills to complete a project in response to building a vehicle

GEOGRAPHY (GENERAL)

Geography teaches us about the significance of ‘place’ and ‘space’ in understanding our world and real-world issues. It will help you be informed and adaptable by developing the skills required to interpret global concerns and make genuine and creative contributions to society.

Choose Geography if you:

- Enjoy field work and experiential learning.
- Want to know the relationship between human actions and the natural environment.
- Enjoy making sense of data understand the world around you and how you fit in.

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Responding to risk and vulnerability in hazard zones Investigate how natural and ecological hazards represent potential sources of harm and how such hazards may affect elements of the built and natural environments.	Examination – Combination response Students apply Geographic stimulus to respond to a combination of short response and extended response questions
		Data Report Students research an Australian demographic or population challenge for a place in Australia. They use a range of data transformation and analysis to create a data report.
	Unit 2: Planning sustainable places Investigate responses to challenges to livability facing a place in Australia and management strategies for challenges facing a megacity. Propose action in response to a challenge for a field work location.	Field Report Students investigate a land-management or water-management challenge arising from land cover transformation at a local scale through fieldwork. They present the findings of the fieldwork investigation as a report.
		Examination – Combination response Students apply Geographic stimulus to respond to a combination of short response and extended response questions
Y E A R 1 2	Unit 3: Responding to land cover transformations Explore land cover transformation and climate change to understand changes to the biophysical environment over time. Propose action in response to a challenge for a field work location.	Examination – Combination response (25%) Students apply Geographic stimulus to respond to a combination of short response and extended response questions
		Field Report (25%) Students investigate a land-management or water-management challenge arising from land cover transformation at a local scale through fieldwork. They present the findings of the fieldwork investigation as a report.
	Unit 4: Managing population change Investigate population change, patterns, and impacts using data and models to propose sustainable responses in Australia and globally.	Data Report (25%) Students research an Australian demographic or population challenge for a place in Australia. They use a range of data transformation and analysis to create a data report.
		Examination – Short response to historical sources External assessment set by the QCAA.

MODERN HISTORY (GENERAL)

Modern History examines humanity's recent past – the good, the bad and the ugly. It encourages you to form your own opinions by considering different perspectives on historical issues that are contested or tentative.

Choose Modern History if you:

- Are curious about what has shaped the world we live in.
- Empathise with others and seek to understand experiences different to your own.
- Enjoy research and the independence to decide your own research focus

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Ideas in the Modern World Explore ideas that emerged in the Modern World, including assumptions, beliefs, views or opinions of local, national or international significance.	Examination – Short response to historical sources Students use historical sources to respond to four short response questions
		Independent source investigation Students create an independent source investigation that requires them to devise and apply historical questions; interrogate evidence from historical sources; and develop a critical summary that presents a historical argument.
	Unit 2: Movements in the Modern World Investigate social movements aimed at making the world more inclusive, liberal, equitable, egalitarian, or accessible by removing discrimination and exploitation rooted in prejudice.	Historical essay based on research Students write a historical essay based on research that requires them to create a historical argument that responds to their key inquiry question using evidence from sources that they have located when researching.
		Examination – Extended response to historical sources Students write an essay in response to historical sources that requires them to create a historical argument that responds to an unseen question, using evidence from historical sources included in the stimulus.
Y E A R 1 2	Unit 3: National experiences in the Modern World Explore national experiences such as civil wars, immigration policies, electoral campaigns, or major economic events and the different paths nations have taken to fulfil their goals	Examination – Extended response to historical sources (25%) Students write an essay in response to historical sources that requires them to create a historical argument that responds to an unseen question, using evidence from historical sources included in the stimulus.
		Independent source investigation (25%) Students create an independent source investigation that requires them to devise and apply historical questions; interrogate evidence from historical sources; and develop a critical summary that presents a historical argument.
	Unit 4: International experiences in the Modern World Explore experiences involving conflict, cooperation, or global trends that extend beyond national borders.	Historical essay based on research (25%) Students write a historical essay based on research that requires them to create a historical argument that responds to their key inquiry question using evidence from sources that they have located when researching.
		Examination – Short response to historical sources (25%) External assessment set by the QCAA.

GERMAN (GENERAL)

German (General) develops students' ability to communicate in German and understand German-speaking cultures. Through engaging with authentic texts and interactions, students build skills in listening, speaking, reading, and writing while exploring global perspectives, intercultural understanding, and meaningful personal connections.

Choose German if you:

- Want to live or work abroad
- Want a competitive edge in university and career pathways
- Enjoy learning about different cultures, languages and worldviews

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Meine Welt – My World Compare lifestyles, education, and relationships while exploring cultural values in German and Australian contexts.	Examination – Short Response Analyse and evaluate written and spoken German texts for purpose audience, context, and tone. Responses are written in both English and German.
		Examination – Extended response Completed in two parts. First, one written extended response in German. Second, a one-on-one, student-centred conversation about the stimulus text
	Unit 2: Unsere Welt erkennen – Exploring our world Explore travel, cultural contributions, and global perspectives while expressing preferences and comparing diverse values.	Multimodal presentation and interview Completed in two parts. First, develop a multimodal presentation responding to stimulus. Second, an unprepared interview in German that responds to stimulus.
		Examination – Combination response Develop short responses to stimulus in German and English. Develop one extended response in German.
Y E A R 1 2	Unit 3: Unsere Gesellschaft; Kultur und Identität — Our society; culture and identity Investigate your place in society. Explore the formation of culture and society.	Examination – Short Response (20%) Analyse and evaluate written and spoken German texts for purpose audience, context, and tone. Responses are written in both English and German.
		Examination – Extended response (25%) Completed in two parts. First, one written extended response in German. Second, a one-on-one, student-centred conversation about the stimulus text
	Unit 4: Meine Gegenwart; meine Zukunft — My present; my future explore citizenship, future aspirations, and contemporary issues through complex German communication.	Multimodal presentation and interview (30%) Completed in two parts. First, develop a multimodal presentation responding to stimulus. Second, an unprepared interview in German that responds to stimulus.
		Examination – Combination response (25%) External assessment set by the QCAA.

GERMAN EXTENSION (GENERAL EXTENSION)

German Extension is a one-year, advanced study offered only to students who have successfully completed Units 1 and 2 of German (General). It can be studied either at the same time as, or after, Units 3 and 4 of General German. This course is designed to deepen your language proficiency to include more sophisticated communication skills and greater fluency beyond literal translations

Choose German Extension if you:

- Enjoy greater independence as a learner
- Want to extend on your existing, well-developed German communication skills
- Are interested in living, working or studying abroad
- Are considering studying German at University
- Are interested in careers within multinational industries diplomacy, translation/interpreting, teaching, tourism, linguistics, or journalism

Y E A R 1 2	Unit 3: Guided investigation Analyse and evaluate a range of texts with increasing complexity. explain the cultural attitudes, perspectives and values that create meaning in German texts. Explore genre specific text features.	Examination – combination response (20%) Students respond to four short written response questions and one extended response task
		Examination – Extended response (25%) Students use two stimulus texts to develop an analytical essay in German.
	Unit 4: Independent investigation Understand how texts can be exploited to create arguments and to make purposeful representations. Independently identify a new focus or topic of interest such as literature, The Arts, Social Sciences, media, innovation, Science, technology, business or commerce. Develop an argument about how people, concepts and ideas are represented in texts.	Investigative folio and interview (30%) Students develop a multimodal presentation in German that draws conclusions from an investigation of suitable texts about a topic of their choice.
		External Examination – extended response (25%) External assessment set by the QCAA.

LEGAL STUDIES (GENERAL)

Legal Studies focuses on the interaction between society and the discipline of law. It explores the role and development of law in response to current issues. Legal Studies gives students confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. It empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes.

Choose Legal Studies if you:

- Want to question, explore and discuss tensions between changing social values, justice and equitable outcomes.
- Enjoy being informed and able to constructively question and contribute to the improvement of laws and legal processes

	Units of Work	Types of assessment
YEAR 11	Unit 1: Beyond reasonable doubt Examine how criminal law balances individual freedom with societal order and consequences of alleged criminal behaviour	Examination – Combination response Students respond to short response questions and unseen material in an extended response
	Unit 2: balance of probabilities Investigate dispute resolution methods and evaluate civil law's effectiveness through its impact on individuals in society.	Examination – Combination response Students respond to short response questions and unseen material in an extended response
YEAR 12	Unit 3: Law, governance, and change Examine Australia's legal system, exploring how laws are shaped and reformed to address diverse, changing societal needs and views.	Examination – Combination response (25%) Students respond to short response questions and unseen material in an extended response
		Inquiry report (25%) Students research a current legal issue by collecting, analysing and synthesising primary and secondary information, data and sources. Their findings are presented in an inquiry report.
	Unit 4: Human Rights in legal contexts Analyse human rights, Australia's global role, and legal responses to international law, focusing on challenges for minority groups.	Analytical essay (25%) Students research a current legal issue through collection, analysis and synthesis of primary and/or secondary information, data and sources. Their findings are presented in an analytical essay. Examination – Short response to historical sources (25%) External assessment set by the QCAA.

ANCIENT HISTORY (GENERAL)

Ancient History examines humanity's recent past – the good, the bad and the ugly. It encourages you to form your own opinions by considering different perspectives on historical issues that are contested or tentative.

Choose Ancient History if you:

- Are curious about what has shaped the world we live in.
- Empathise with others and seek to understand experiences different to your own.
- Enjoy research and the independence to decide your own research focus.

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Ideas in the Modern World Explore ideas that emerged in the Modern World, including assumptions, beliefs, views or opinions of local, national or international significance.	Examination – Short response to historical sources Students use historical sources to respond to four short response questions
		Independent source investigation Students create an independent source investigation that requires them to devise and apply historical questions; interrogate evidence from historical sources; and develop a critical summary that presents a historical argument.
	Unit 2: Movements in the Modern World Investigate social movements aimed at making the world more inclusive, liberal, equitable, egalitarian, or accessible by removing discrimination and exploitation rooted in prejudice.	Historical essay based on research Students write a historical essay based on research that requires them to create a historical argument that responds to their key inquiry question using evidence from sources that they have located when researching.
		Examination – Extended response to historical sources Students write an essay in response to historical sources that requires them to create a historical argument that responds to an unseen question, using evidence from historical sources included in the stimulus.
Y E A R 1 2	Unit 3: National experiences in the Modern World Explore national experiences such as civil wars, immigration policies, electoral campaigns, or major economic events and the different paths nations have taken to fulfil their goals	Examination – Extended response to historical sources (25%) Students write an essay in response to historical sources that requires them to create a historical argument that responds to an unseen question, using evidence from historical sources included in the stimulus.
		Independent source investigation (25%) Students create an independent source investigation that requires them to devise and apply historical questions; interrogate evidence from historical sources; and develop a critical summary that presents a historical argument.
	Unit 4: International experiences in the Modern World Explore experiences involving conflict, cooperation, or global trends that extend beyond national borders.	Historical essay based on research (25%) Students write a historical essay based on research that requires them to create a historical argument that responds to their key inquiry question using evidence from sources that they have located when researching.
		Examination – Short response to historical sources (25%) External assessment set by the QCAA.

BUSINESS (GENERAL)

Business is a dynamic subject that helps students understand how companies work and adapt to changes like new technology and global trends. It teaches practical skills in leadership, management, and entrepreneurship through real-world examples. Students learn to think critically, use data, and make ethical decisions, preparing them for future roles in the workforce and society

Choose Business if you:

- Enjoy learning how businesses work and gain practical skills in leadership, problem-solving, and decision-making.
- Want to prepare for a wide range of jobs or even starting your own business in the future.
- Are interested in how global trends, technology, and economics affect everyday life and the workplace

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Business Creation Students investigate the creation of business ideas and the business life cycle before focusing on the challenges of the seed stage	Exam – combination response Fundamentals of Business
		Business Report Creation of business ideas
	Unit 2: Business Growth Students explore leadership and management across the key business functions, including financial, human resources, marketing and operations in the growth stage.	Feasibility Report Establishment of a business
		Feasibility Report Entering markets
Y E A R 1 2	Unit 3: Business diversification Students investigate diversification strategies, with a specific focus on expansion into global markets and emerging strategies providing a competitive advantage.	Exam – combination response Competitive market
		Business Report Strategic development
	Unit 4: Business evolution students investigate the challenges for businesses in the post-maturity stage of the business life cycle and explore the leadership and management required when repositioning or transforming a business.	Feasibility Report Reposition a business
		External Exam – Combination response Transformation of a business

BUSINESS STUDIES (APPLIED)

Business Studies is a subject that helps students learn how businesses work and how to solve real-world business problems. It teaches important skills like communication, decision-making, and planning through practical activities in areas such as marketing, finance, customer service, and entrepreneurship. This course prepares students for future jobs by building their confidence, teamwork, and problem-solving abilities, helping them become active and informed participants in the business world.

Choose Business Studies if you want to:

- Learn real-world skills like communication, teamwork, and problem-solving
- Explore different careers in areas like marketing, finance, and entrepreneurship.
- Get hands-on experience through projects and connections with local businesses

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Working with customers Students learn how to work effectively with customers by understanding their needs and building strong relationships to boost loyalty and sales	Extended Written Response: Students respond to a customer complaint, providing a solution to the problem
		Project: Students investigate a customer problem and provide an action plan of how to solve this issue
	Unit 2: Working in Marketing Students explore how businesses use marketing strategies to influence customer behaviour	Extended Written Response: Students write an advice article for a business advising on how to stay competitive
		Project: Students develop a marketing plan for a new product
Y E A R 1 2	Unit 3: Working in Finance Students learn how to support a business's financial operations by preparing and managing financial documents and records	Extended Written Response: Students advise a business on how to expand their business through investment
		Project: Students advise a business on a financial problem
	Unit 4: Entrepreneurship Students explore entrepreneurship and innovation by learning what makes entrepreneurs successful, while gaining hands-on experience through activities like developing business proposals, communicating with mentors, and using digital tools to present new business ideas.	Extended Written Response: Students write an article about an entrepreneur and advise on how they can grow their business
		Project: Students develop a shark tank style pitch a new business

SOCIAL & COMMUNITY STUDIES (APPLIED)

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

Choose Social & Community Studies if you:

- Enjoy thinking and learning about how personal values and lifestyle choices contribute to positive and productive people and communities.
- Are good at talking about, researching and writing about the issues in communities and how they can be overcome.
- Are looking for a job that involves understanding and working with the wider community.

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Arts and identity Explore markers of identity as a social construct. Investigate how the arts contribute to a sense of identity and belonging for individuals, groups and communities.	Project – The arts and the community Students produce an informative text examining the role the arts play in shaping identities.
		Investigation – Identity Students investigate factors that influence the construction and representation of personal or group identities by collecting and examining information to form a response.
	Unit 2: Lifestyle and financial choices Investigate making choices for their lifestyles, considering how to enact positive change for the present and the future. Explore money management for the purpose of informing their choices.	Project – Contemporary lifestyles Students develop recommendations to address a selected issue related to contemporary lifestyles.
		Extended Response – Money management Students respond to stimulus related to a money management issue that is relevant to young Australians.
Y E A R 1 2	Unit 3: Legal and digital citizenship Investigate aspects of Australia's legal system and its operation to develop their understanding of being active and informed citizens. Explore key values that underpin the law.	Extended response – Law matters Students respond to stimulus related to a legal issue that is relevant to young Australians
		Project – Digital technology and wellbeing Students develop an educational resource to promote a digital technology and wellbeing initiative.
	Unit 4: Australia and its place in the world Explore features of contemporary Australian society, including how Australia's international involvement continually shapes our society's composition and future outlook.	Extended response – Contemporary society Students respond to stimulus related to potential barriers inhibiting inclusion, equity and/or connectedness for a specific group in Australia
		Project – Australia as a global citizen Students produce an informative text that makes a considered judgment on Australia's contribution as a member of the international community.

TOURISM (APPLIED)

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment. The core of Tourism focuses on the practices and approaches of tourism and tourism as an industry; the social, environmental, cultural and economic impacts of tourism; client groups and their needs and wants, and sustainable approaches in tourism.

Choose Tourism if you:

- Are considering a career in the Tourism industry such as travel, hospitality, and visitor services
- Enjoy planning projects, analysing challenges and opportunities and reflecting on processes

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Tourism and travel Consider the types of tourism, the reasons for travel and why people choose destinations.	Investigation — The impacts of tourism Students investigate an international tourist destination by collecting and examining data and information and proposing a management strategy for an identified opportunity or challenge.
		Project — Traveller information package Students develop a traveller information package for an international tourism destination.
	Unit 2: Tourism trends and patterns Consider how patterns of growth and decline in some tourism destinations both directly and indirectly create opportunities or challenges for the future of the tourism industry for a particular destination.	Investigation — Tourism trends Students investigate a tourism trend, considering relevant social, cultural, economic or environmental impacts, by collecting and examining information.
		Project — Sustainable tourism guide Students develop a tourism guide about sustainable practices for a tourism destination or product.
Y E A R 1 2	Unit 3: Tourism marketing Explore marketing principles, concepts and practices that are used by tourism businesses and organisations to promote their products to specific audiences.	Investigation — Marketing campaign evaluation Students investigate a current marketing campaign for an Australian tourism product by collecting and examining information.
		Project — Tourism promotion Students develop a tourism promotion to attract visitors to an Australian destination.
	Unit 4: Tourism industry and careers Examine how the tourism industry is structured to understand the value of the tourism industry in Australia and the employment and career opportunities that the industry provides.	Investigation — Value of the tourism industry Students investigate the economic value and opportunities of the tourism industry for an Australian tourism region.
		Project — Careers in tourism Students develop a promotional product for careers in the tourism industry.

INFORMATION & COMMUNICATION TECHNOLOGY (APPLIED)

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

Choose Information & Communication Technology if you:

- Have a creative flare for digital solutions
- Enjoy planning and creating digital products
- Reviewing and improving products based on client needs

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Web Development Student use knowledge of industry practices and processes to demonstrate fundamental skills for producing web applications.	Extended Response – Product Proposal
		Project – Plan and Product Development
	Unit 2: App Development Students use knowledge of industry practices and processes to demonstrate fundamental skills for producing native apps	Extended Response – Product Proposal
		Project – Plan and Product Development
Y E A R 1 2	Unit 3: Web Design & Development Student use knowledge of industry practices and processes to demonstrate fundamental skills for producing web applications.	Extended Response – Product Proposal
		Project – Plan and Product Development
	Unit 4: UI/UX Design for Mobile Students use knowledge of industry practices and processes to demonstrate fundamental skills for producing layout and publishing products.	Extended Response – Product Proposal
		Project – Plan and Product Development

ENGINEERING (GENERAL)

Engineering is a problem-based subject where students explore real-world issues using mechanics, materials science, and control technologies. They design, build and evaluate practical solutions, learning how engineers improve the world around us.

Choose Engineering if you:

- Enjoy solving complex problems and designing practical solutions.
- Are interested in physics, maths, and real-world applications of science and technology.
- Want to explore a pathway to university studies in engineering or technical professions.

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Engineering Fundamentals Explore how engineering improves society through communication, mechanics and materials	Project – Manufacture a product Students build a furniture item from multiple materials and document the process and skills used.
	Unit 2: Emerging Technologies Investigate new technologies, processes and materials meeting modern-day needs.	
Y E A R 1 2	Unit 3: Civil Structures Design and analyse civil engineering systems and materials that shape the built environment.	Multimodal documentation Students present written, visual or digital reflections showing planning, processes and evaluation.
	Unit 4: Machines and Mechanisms Study machines and control systems to solve mechanical engineering problems.	

ENGINEERING SKILLS (APPLIED)

Engineering Skills develops practical knowledge and trade skills used in Australia's manufacturing and engineering industries. Students use tools, machinery and production techniques to create real-world metalwork projects, focusing on safety, quality, and precision.

Choose Engineering Skills if you:

- Enjoy hands-on, workshop-based learning.
- Are interested in tools, machinery, metalwork or mechanical systems.
- Want to explore a trade or career in engineering or manufacturing industries.

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Fitting and Machining Use hand and machine tools to accurately cut, shape and assemble metal components.	Project – Manufacture a product Students build a furniture item from multiple materials and document the process and skills used.
	Unit 2: Welding and Fabrication Learn welding techniques and fabrication processes for structural and mechanical applications.	
Y E A R 1 2	Unit 3: Sheet Metal Working Create useful products from sheet metal using folding, joining and shaping techniques.	Multimodal documentation Students present written, visual or digital reflections showing planning, processes and evaluation.
	Unit 4: Production in Engineering Industries Build a complex project that reflects real-world manufacturing or transport systems.	

INDUSTRIAL GRAPHICS SKILLS (APPLIED)

Industrial Graphics Skills focuses on developing the knowledge and practical skills used in the manufacturing, building, and construction industries to produce and interpret technical drawings. Students learn how to communicate design ideas using both manual and computer-aided drafting techniques.

Choose Industrial Graphics Skills if you:

- Enjoy designing, drawing, and problem-solving using digital tools.
- Are interested in construction, engineering, or manufacturing industries.
- Like practical, hands-on learning that prepares you for real-world careers.

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Drafting for residential building Learn the fundamentals of technical drawing for homes and small structures, using manual and CAD techniques.	Project – Client brief response. Students respond to a design problem by producing drawings and documentation that meet client needs. Practical demonstration – Drawing skills Students apply drafting techniques in response to real-world scenarios, showing correct use of tools and standards.
	Unit 2: Computer-aided manufacturing Explore design processes used in product manufacturing with a focus on digital tools and workflows.	
Y E A R 1 2	Unit 3: Graphics for the engineering industry Develop drawing skills used in mechanical and civil engineering through industry-based tasks	Multimodal presentation- Students present visual and written work using a combination of drawings, notes, and digital media
	Unit 4: Graphics for the furnishing industry Design and document furniture and interior fit-outs through practical drawing projects.	

BUILDING & CONSTRUCTION SKILLS (APPLIED)

Building & Construction Skills develops practical knowledge and skills needed in Australia's domestic, commercial and civil construction industries. Students work with tools, materials and machinery to construct real-world projects, learning the expectations of safety, quality, and timelines in industry settings.

Choose Building & Construction Skills if you:

- Enjoy hands-on learning and using tools to create practical projects.
- Want to explore careers in the building and construction trades.
- Are interested in how structures are planned, built, and finished.

Units of Work		Types of assessment
Y E A R 1 1	Unit 1: Site Preparation and Foundations Learn to read site plans and prepare groundworks for safe and effective building.	Project – Manufacture a product Students manufacture a metal product with multiple components and document the process. Practical demonstration – Trade skills Students demonstrate accurate and safe use of tools and machinery to complete practical tasks.
	Unit 2: Framing and Cladding Construct wall frames and apply cladding techniques used in modern house construction.	
Y E A R 1 2	Unit 3: Fixing and Finishing Apply internal and external finishing techniques, such as fitting doors, skirting and trims.	Multimodal documentation Students submit written, visual or digital content showing their planning, production and evaluation processes.
	Unit 4: Domestic Building Industry Build a complete structure that reflects the standards and expectations of the domestic building sector.	

FURNISHING SKILLS (APPLIED)

Furnishing Skills gives students hands-on experience in designing, constructing and finishing furniture and furnishings using wood and other materials. Students learn how to produce high-quality, functional products using trade-based tools and techniques relevant to Australia's domestic and bespoke furnishing industries.

Choose Furnishing Skills if you:

- Enjoy working with timber and tools to create quality products.
- Are interested in furniture making, interior fit-outs, or design trades.
- Want to explore a career in the furnishing or woodworking industries.

Units of Work		Types of assessment
Y E A R 1 1	Unit 1: Cabinetmaking Construct functional furniture pieces using cabinetmaking tools and joinery techniques.	Project – Manufacture a product Students build a furniture item from multiple materials and document the process and skills used.
	Unit 2: Interior Furnishing Create items related to interior fit-outs and furnishing installations.	
Y E A R 1 2	Unit 3: Domestic Furniture Production Build timber furniture products designed for use in homes.	Multimodal documentation Students present written, visual or digital reflections showing planning, processes and evaluation.
	Unit 4: Bespoke Furniture Production Design and construct one-off custom furniture pieces with advanced techniques.	

HOSPITALITY PRACTICES (APPLIED)

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events.

Choose Hospitality Practices if you enjoy:

- Hands on learning and assessment activities
- Working with food and beverages
- Creating culinary products to suit a client brief

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Culinary Trends Students interpret briefs using practices, skills and processes to an industry standard.	Project – Students plan and deliver an event incorporating culinary trends in response to a brief
	Unit 2: In-House Dining Students discover the practice of providing meals to diners at a venue, such as on board a ship, train or airplane; an aged-care facility, or motel.	Project - Students plan and deliver an in-house event in response to a brief
Y E A R 1 2	Unit 3: Bar and Barista Basics Students explore the hospitality industry through the context of bar and barista basics, including beverage and food production and service.	Practical Demonstration – Student produce and present a menu item suitable to serving in a bar in response to a brief
		Project - Students plan and deliver an event using bar and barista skills in response to a brief
	Unit 4: Casual Dining Students explore the hospitality industry through the context of casual dining	Practical Demonstration – Student produce and present a casual dining menu item in response to a brief
		Project - Students plan and deliver a casual dining event in response to a brief

VISUAL ARTS (GENERAL)

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

Choose Visual Arts (General) if you:

- Are interested in pursuing further tertiary study in Visual Arts through innovative arts making, and/ or are on an ATAR pathway.
- Love learning about influential visual artists who may have impact on your own range of creative practices, focuses, contexts and media.
- Test boundaries of traditional art practices; reconceptualise, modify and explore appropriation of artworks and images, and investigate the impact and place of new technologies on art practices and experiences.

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Concept Art as code: art as a coded visual language. School-designed assessment Context: Formal • Cultural Focus: Codes, symbols, signs and art conventions. Two-dimensional, three-dimensional and time-based by the end of Unit 2.	Project Investigation — Choice of multimodal, written or digital (20%) Project — Folio (25%) Experimental responses to teacher directed stimulus.
	Unit 2: Concept Art as lens: lenses to explore the material world. School-designed assessment. Context: Personal • Contemporary Focus: People, place, objects Two-dimensional, three-dimensional and time-based by the end of Unit 2.	Project — Folio (30%) Experimental and one resolved response to teacher directed stimulus Examination — (25%)
Y E A R 1 2	Unit 3: Concept Art as knowledge: constructing knowledge as artist and audience Context: Contemporary • Personal, cultural and/or formal Focus: Student directed	Project• Investigation — inquiry phase 1 (20%) Student developed focus from stimulus Project — inquiry phase 2 (25%) Resolved response to student developed focus
	Unit 4 Concept Art as alternate: evolving alternate. Representations and meaning Context: Contemporary • Personal, cultural and/or formal Focus: Student directed	Project — inquiry phase 3 (30%) Resolved response to student developed focus External assessment — Examination (25%)

FASHION (APPLIED)

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Choose Fashion, if you:

- Love designing and making clothing according to different themes.
- Really enjoy learning about current Fashion trends to influence your own designs.
- Are looking for employment or further study and experience in the Fashion industry.

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Slow fashion	Garment and Design Process Folio Multimodal presentation and 8-page support documentation
	Unit 2: Industry trends	Garment and Design Process Folio Multimodal presentation and 8-page support documentation
Y E A R 1 2	Unit 3: Collections	Garment and Design Process Folio Multimodal presentation and 8-page support documentation
	Unit 4: Adornment	Garment and Design Process Folio Multimodal presentation and 8-page support documentation

VISUAL ARTS IN PRACTICE (APPLIED)

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks.

Choose Visual Arts in Practice if you:

- Are interested in pursuing a future career in community arts involvement.
- You are a creative person and love to play with a range of different ideas and media techniques and approaches in the exploration of your own creative artwork.

	Units of Work	Types of assessment
Y E A R 1 1	Unit 1: Looking inwards (self)	<p>A1: Project:</p> <p>Students make and evaluate an experimental folio that explores different kinds of representations of 'self': Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based</p> <p>Students make Resolved artworks: 2D, 3D, digital (static) and/or time-based media: up to 4 artworks</p>
	Unit 2: Looking outwards (others)	<p>B1: Project:</p> <p>Students create an experimental folio of up to 4 artworks and 2D, 3D, digital (static) and/or time-based media</p> <p>Students plan and make a prototype resolved artwork that explores a local, national or global issue.</p>
Y E A R 1 2	Unit 3: Clients	<p>C1: Project:</p> <p>Students make and evaluate a design proposal plan for a commissioned artwork in response to a client brief.</p> <p>Design proposal: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based</p>
	Unit 4: Transform & extend	<p>D1: Project:</p> <p>Students make a folio of stylistic experiments inspired by evaluation of the art style and/or practice of an artist or artisan. Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based</p> <p>Students plan a resolved artwork.</p>

Vocational Education and Training (VET)

Disclaimer: Enrolment in the vocational qualifications and accredited courses listed will be subject to the DTET final publication of the 2026 Career Ready VETiS funded qualifications. Bremer State High School will finalise its delivery arrangements with Skills Assure Suppliers (SAS) before confirmed Career Ready VET enrolments for 2026

DELIVERY MODE AND ASSESSMENT

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

- Face to face instruction
- Work based learning
- Guided learning
- Online training

Assessment is competency based and techniques include;

- Observation
- Folios of work
- Questioning

RTO OBLIGATION

The RTO will provide student with every opportunity to complete the training product. The RTO does not guarantee employment upon completion of this training product.

AQF DOCUMENTATION

Students who are deemed competent in all units of competency will be awarded a Qualification and a Record of Results. Students who achieve a least one unit of competency (but not the full qualification) will receive a Statement of Attainment



CERTIFICATE III IN BUSINESS – BSB30120 PLUS CERTIFICATE II IN TOURISM – SIT20122

ATAR	QCE Credits	Cost
No	8	Subject - \$300 per year Excursions – as per parent permission form
RLA	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.	
Other Details	External Registered Training Provider -Binnacle Training – (RTO 31319) This subject is incompatible with Tourism	

How does it work?

Students facilitate projects and services within their school community.

Projects include: Business Start-Up Research, Present Information at an Industry Event, Go! Travel ‘VIP’ Information Event, Interact with Customers at the Go! Travel Agency, Binnacle Boss - Business Proposal. Students participate in off campus Tourism industry discovery days and are also exposed to Binnacle Boss - an Entrepreneurship Program for secondary school students.

What do students achieve?

- BSB30120 Certificate III in Business + SIT20122 Certificate II in Tourism (Maximum 8-10 QCE Credits)
- Successful completion of the Certificate III in Business may contribute towards a student’s Australian Tertiary Admission Rank (ATAR)

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> • Introduction to the Business Services Industry • Introduction to Entrepreneurship and Business • Introduction to Tourism 	<ul style="list-style-type: none"> • Source, Use and Present Information on the Tourism and Travel Industry • Public Activities and Events • Business Software Applications and Research 	<ul style="list-style-type: none"> • Providing Information to Visitors and Customers • Interacting with Customers • Showing Social and Cultural Sensitivity 	<ul style="list-style-type: none"> • Workplace Health and Safety • Sustainable Work Practices
Term 5	Term 6	Term 7	
<ul style="list-style-type: none"> • Inclusive Work Practices • Engage in Workplace Communication 	<ul style="list-style-type: none"> • Work in a Team • Critical Thinking Skills 	<ul style="list-style-type: none"> • Producing Simple Documents • Binnacle Boss - Business Proposal 	

This document is to be read in conjunction with Binnacle Training’s Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle’s PDS, please visit: binnacletraining.com.au/rto

CERTIFICATE II CREATIVE INDUSTRIES – CUA20220

ATAR	QCE Credits	Cost
No	4	
RLA	There are no prerequisites for enrolment into this qualification, however experience with Media Arts would be beneficial but not required.	
Other Details	Bremer State High School – (RTO 30054)	

Overview

Bremer State High School offers students the opportunity to complete the Certificate II in Creative Industries. On successful completion of Certificate students are awarded four (4) credits towards their QCE and a Nationally Recognised Certificate.

If you've ever wondered what it's like to work on a film or TV set, this course is a fantastic place to start. The Certificate II in Creative Industries gives you hands-on experience in the behind-the-scenes world of film and television production. You'll learn how a production is put together — from setting up equipment to assisting the crew, managing costumes or props, and helping to make sure everything runs smoothly on set.

The course is practical and creative, and you'll work as part of a team, using real tools and equipment similar to what is used in the industry. This course is designed for beginners, so you don't need experience — just curiosity, creativity, and a willingness to learn how the magic of movies and television comes to life.

Students will participate in a wide range of practical units requiring them to participate in simulated on location film shoots at Bremer.

Pathways

With this Certificate, you can get started in entry-level roles such as a production assistant, camera or sound assistant, wardrobe or costume assistant, set runner, radio or TV production assistant, or even as an event crew member. All great ways to get your foot in the door and gain real experience on set.

After completing this course, you can move into more advanced film and media studies. You could continue your education at TAFE or university by studying a Certificate III in Screen and Media, Certificate III in Live Production and Technical Services, Certificate III in Visual Arts with a media focus, or a Diploma of Screen and Media.

These pathways help you build specialised skills for working in the exciting world of film and TV production.

Objectives

By the end of the course, you'll be able to:
Work safely and professionally on film or TV sets

- Use basic equipment like lights, microphones, and cameras
- Support crew during rehearsals, filming, and pack-down
- Follow production instructions and meet deadlines

- Communicate clearly with team members and crew
- Understand how TV and film projects are planned and shot
- Build your confidence to take on further study or work opportunities

Assessment

All assessment is competency based. Students will have an opportunity to gain recognition for prior learning (RPL) and or re-sit competencies that have been deemed “not yet competent”

Code	Units of Competency
Core	
BSBTWK201	Work effectively with others
CUAIND211	Develop and apply creative arts industry knowledge
CUAWHS312	Apply work health and safety practices
Elective	
BSBPEF202	Plan and apply time management
CUADES201	Follow a design process
CUASOU212	Perform basic sound editing
CUADIG212	Develop digital imaging skills
CUAPOS211	Perform basic vision and sound editing
CUACAM211	Assist with basic camera shoots

CERTIFICATE II HOSPITALITY – SIT20322

ATAR	QCE Credits	Cost
No	4	Subject - \$150 per year
RLA	Requirement to participate in Industry Work Experience	
Other Details	Bremer State High School – (RTO 30054)	

Overview

Bremer State High School offers students the opportunity to complete the Certificate II in Hospitality. On successful completion of Certificate students are awarded four (4) credits towards their QCE and a Nationally Recognised Certificate

Students will participate in a wide range of practical units requiring them to participate in work environments such as the Boulevard Café

Pathways

This qualification is designed to demonstrate employability skills for entry level hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, and coffee shops. Offers a range of career paths as well as providing training and skill development for the achievement of competence in the areas of food and beverage.

After achieving Certificates in Hospitality, future study options may include further:

- Certificate courses in Hospitality
- Diploma of Hospitality Management

Objectives

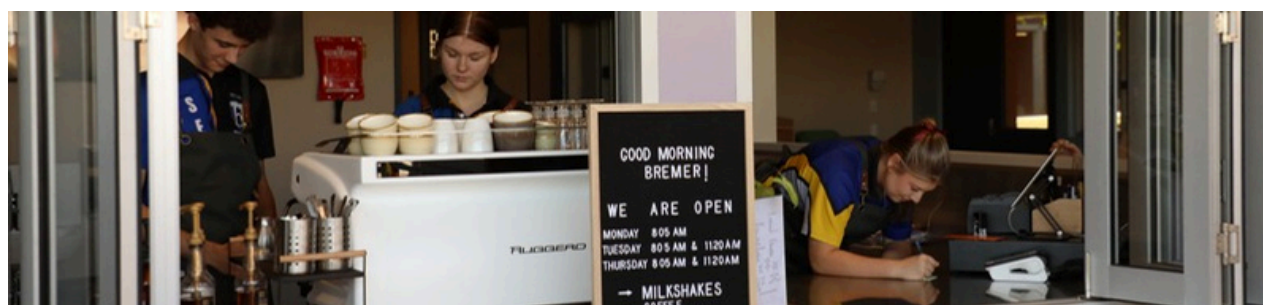
By the conclusion of the course of study, students should:

- be able to work safely and hygienically in a kitchen and café setting
- be able to make a range of non-alcoholic beverages and simple dishes
- Be able to effectively communicate with colleagues and customers
- Have an understanding of cultural diversity within a hospitality environment.
- Prepare and serve a range of espresso beverages

Students will have the opportunity to complete Responsible Service of Alcohol (RSA) qualifications as part of this course through an external provider.

Assessment

All assessment is competency based. Students will have an opportunity to gain recognition for prior learning (RPL) and or re-sit competencies that have been deemed “not yet competent”



Code	Units of Competency
Core	
BSBTWK201	Work effectively with others
SITXWHS005	Participate in safe work practices
SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
Elective	
SITXFSA005	Use hygienic practices for food safety
SITHCCC024	Prepare and present simple dishes
SITHFAB021	Provide responsible service of alcohol
SITHFAB025	Prepare and serve espresso coffee
SITHCCC025	Prepare and present sandwiches
SITHFAB024	Prepare and serve non-alcoholic beverages

Third Party Arrangement

The unit SITHFAB021 – Provide Responsible Service of Alcohol will be delivered and assessed by a registered external training provider. Students will be given the opportunity to complete this at school. Students unable to attend the training at school will be required to make their own individual arrangements to complete the unit of competency and provide evidence of completion to their trainer and assessor. The qualification will not be achieved without completion of all units.

CERTIFICATE II IN RETAIL SERVICES – SIR20216

ATAR	QCE Credits	Cost
No	4	Subject - \$40 per year Excursions - Nil
RLA	Nil	
Other Details	Bremer State High School – (RTO 30054)	

Overview

Bremer State High School offers students the opportunity to complete the Certificate II in Retail Services SIR20216.

The subject provides an understanding into one of the world's biggest industries, retail. Students participate in a wide and exciting range of practical units of covering all aspects of retail operations and management, including stock display and control, cash register and handling, retail equipment, and retail development.

Skills implicit in retail and personal effectiveness include working in teams, demonstrating effective communication, organisational and interpersonal skills, as well as using a range of technologies specific to the business and retail sectors. These skills are required to be performed with accuracy, a concern for quality and a commitment to achieving organisation goals and objectives.

Students will participate in a wide range of practical units requiring them to participate in work environments such as the school Café and other school-based functions throughout their years of study.

Pathways

After achieving Certificates in Retail Services, future study options may include:

- SIR30216 Certificate III in Retail

Objectives

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

- Demonstrate a level of skill and knowledge suitable to working in the retail industry
- Utilise a variety of retail equipment including point of sales systems and EFTPOS
- Create a retail career plan

Assessment

Students will undertake competency-based assessment towards the achievement of the Certificate II in Retail Services. Competency based assessment is the process of gathering evidence and making judgements on whether the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace.

Students will also undertake a range of practical tasks in a retail environment as part of their assessment program.

Code	Units of Competency
Core	
SIRXCEG001	Engage the customer
SIRXCOM001	Communicate in the workplace to support team and customer outcomes
SIRXIND001	Work effectively in a service environment
SIRXIND003	Organise personal work requirements
SIRXPDK001	Advise on products and services
SIRXRSK001	Identify and respond to security risks
SIRXWHS002	Contribute to workplace health & safety
Elective	
SIRRINV001	Receive and handle retail stock
SIRRMER001	Produce visual merchandise displays
SIRXSLS002	Follow point-of-sale procedures
BSBTEC201	Use business software applications
SIRXIND004	Plan a career in the retail industry

CERTIFICATE I VISUAL ART – CUA10320

ATAR	QCE Credits	Cost
No	4	There are no additional costs involved in this course
RLA	There are no entry requirements for this qualification	
Other Details	Bremer State High School – (RTO 30054)	

Overview

This qualification reflects the role of individuals who are developing fundamental creative and technical skills that underpin visual arts and craft practice. It applies to work in different visual arts, crafts and design environments.

For specific information about the qualification, please refer to <https://training.gov.au/training/details/CUA10320/qualdetails>.

Entry requirements

There are no entry requirements for this qualification.

Delivery modes

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

- face-to-face instruction
- work-based learning
- guided learning
- online training.

Work placement

Students are provided with the opportunity to do work experience, where they could work in a real art studio environment; however, it is not a mandatory requirement of the qualification

Assessment

Assessment is competency based and completed in a simulated business environment. Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

- observation
- folio reviews
- questioning
- written and practical tasks.

Pathways

The job roles that relate to this qualification may include community arts workshop assistants. It also provides a pathway to other visual arts, craft and design job roles.

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 6 units of competency will be awarded a Qualification and a record of results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment

Code	Units of Competency
BSBWHS211	Contribute to health and safety of self and others
CUAACD101	Use basic drawing techniques
CUAPPR101	Use ideas and techniques to develop creative work
MSMPCII297	Make an object from cloth using an existing pattern
MSFPF2014	Assemble basic artwork packages
BSBPEF202	Plan and apply time management

CERTIFICATE II VISUAL ART – CUA20720

ATAR	QCE Credits	Cost
No	4	There are no additional costs involved in this course
RLA	There are no entry requirements for this qualification	
Other Details	Bremer State High School – (RTO 30054)	

Overview

This qualification reflects the role of individuals who are developing fundamental creative and technical skills that underpin visual arts and craft practice. It applies to work in different visual arts, crafts and design environments.

For specific information about the qualification, please refer to <https://training.gov.au/training/details/CUA20720/qualdetails>.

Delivery modes

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

- face-to-face instruction
- work-based learning
- guided learning
- online training.

Work placement

Students are provided with the opportunity to do work experience, where they could work in a real art studio environment; however, it is not a mandatory requirement of the qualification

Assessment

Assessment is competency based and completed in a simulated business environment. Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

- observation
- folio reviews
- questioning
- written and practical tasks.

Pathways

This qualification may articulate into:

- CUA31120 Certificate III in Visual Art

The job roles that relate to this qualification may include Ceramics Studio Trainee, Community Arts Workshop Assistant and Arts Practitioner. It also provides a pathway to other visual arts, craft and design job roles.

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students who are deemed competent in all 9 units of competency will be awarded a Qualification and a record of results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment

Code	Units of Competency
BSBWHS211	Contribute to health and safety of self and others
CUAACD201	Develop drawing skills to communicate ideas
CUAPPR211	Make simple creative work
CUARES202	Source and use information relevant to own arts practice
CUADRA201	Develop drawing skills
CUAPAI211	Develop painting skills
CUAPRI211	Develop printmaking skills
CUASCU211	Develop sculptural skills
CUACER201	Develop ceramic skills

CERTIFICATE III VISUAL ART – CUA31120

ATAR	QCE Credits	Cost
No	8	There are no additional costs involved in this course
RLA	There are no entry requirements for this qualification	
Other Details	Bremer State High School – (RTO 30054)	

Overview

This qualification reflects the role of individuals who are developing a range of visual art skills and who may take responsibility for own outputs in work and learning. It applies to work in different visual arts, craft and design environments. Practice at this level is underpinned by the application of introductory art theory and history.

The job roles that relate to this qualification may include Ceramics Studio Assistant, Community Theatre Assistant and Arts, Craft or Design practitioner. It also provides pathways to other visual arts, craft and design job roles. Individuals may work under direction, using some discretion and judgment, and may provide support to a team. They may also work autonomously on familiar tasks within defined work settings.

For specific information about the qualification, please refer to <https://training.gov.au/training/details/CUA31120/qualdetails>

Delivery modes

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

- face-to-face instruction
- work-based learning
- guided learning
- online training.

Work placement

Students are provided with the opportunity to do work experience, where they could work in a real art studio environment; however, it is not a mandatory requirement of the qualification

Assessment

Assessment is competency based and completed in a simulated business environment. Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

- observation
- folio reviews
- questioning
- written and practical tasks.

Pathways

This qualification may articulate into:

- BSB30120 Certificate III in Business work within a variety of entry-level Business Services job roles.

RTO Obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a record of results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment

Code	Units of Competency
BSBWHS211	Contribute to health and safety of self and others
CUAACD311	Produce drawings to communicate ideas
CUAPPR311	Produce creative work
CUARES301	Apply knowledge of history and theory to own arts practice
CUADES301	Explore the use of colour
MSTAT4022	Produce screen-printed textiles
CUACER311	Produce ceramic works
CUADRA311	Produce drawings
CUAJWL311	Produce jewellery
CUAPAI311	Produce paintings
MSTST5004	Manipulate fabrics to create new finishes
CUASCU311	Produce sculpture

CERTIFICATE II HEALTH SUPPORT SERVICES – HLT23215 – PLUS CERTIFICATE III HEALTH ADMINISTRATION – HLT37315

Overview

Bremer State High School offers students the opportunity to complete the combined Certificate II in Health Support Services (HLT23215) and Certificate III in Health Administration (HLT37315). These qualifications are delivered by way of partnership agreement with The College of Health & Fitness.

The health industry has very strong predicted future growth with industry employment opportunities likely to increase more than 15%. A growing, aging and more health conscious population creates employment confidence to both current employees and those wishing to enter the industry.

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

Entry requirements

The course is delivered using an online platform. As such, students must have a working laptop for every lesson as well as internet access

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Bremer State High School in partnership with the College of Health and Fitness.

Delivery modes

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

- face-to-face instruction
- work-based learning
- guided learning
- online training.

Fees

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 DTET's final publication of the 2026 Career Ready VETiS funded qualifications list. Our school will confirm delivery with the approved SAS provider before finalising VET-funded enrolments for 2026. Enrolment in this qualification is also being offered under a fee-for-service arrangement by The College of Health and Fitness in 2026. Cost = \$450 for Certificate II in Health Support Services and \$850 for Certificate III in Health Administration.

Assessment

All students will be enrolled in an online learning platform through The College of Health and Fitness. Methods of assessment include, but are not restricted to:

- practical demonstration of skills
- oral presentations
- short answer tests
- workbooks
- case qualifications by responding to short answer questions in workbooks
- assignment tasks and practical sessions

Pathways

By successfully completing these combined qualifications, you may find career opportunities in roles such as Admissions Clerk/Assistants, Ward Clerk and Medical Receptionist.

Potential employers could include medical practices and hospitals as well as private health care providers, specialists and allied health professionals i.e pathology, dentists,

skin cancer clinics, physiotherapists and chiropractors.

These programs will provide students with the basic skills for a career in the health industries, as well as providing a pathway for those wishing to pursue further study in these fields.

Course units

To attain a HLT23215 Certificate II Health Support Services plus HLT37315 Certificate III Health Administration 21 units of competency must be achieved.

QCE Credits

8 Core Credits – On successful completion of both the Certificate II Health Support Services and the Certificate III Health Administration.

RTO Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification.

Students who are deemed competent in all 21 units of competency will be awarded a Qualification and a record of results by the College of Health and Fitness.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Course information is from The College of Health & Fitness (RTO – 30798) and is current as at July 2025. Full course information can be obtained from The College of Health & Fitness (<https://www.thecollegeofhealthandfitness.qld.edu.au/vet-in-schools>)

Code	Units of Competency	Code	Units of Competency
*CHCCOM005	Communicate and work in health or community services	BSBMED301	Interpret and apply medical terminology appropriately
*HLTWHS001	Participate in workplace health and safety	BSBOPS304	Deliver and monitor a service to customers
HLTWHS005	Conduct manual tasks Safely	BSBINS402	Coordinate workplace information systems
BSBOPS203	Deliver a service to customers	HLTAID0011	Provide First Aid
BSBOPS101	Use business resources	BSBFIN302	Maintain financial records
BSBPEF202	Plan and apply time management	BSBSTR301	Contribute to continuous improvement
*CHCDIV001	Work with diverse people	BSBTEC301	Design and produce business documents
*HLTINF001	Comply with infection prevention and control policies and procedures	BSBOPS402	Coordinate business operation plans
BSBTWK201	Work effectively with others	BSBINS302	Organise workplace information
BSBTEC201	Use business software applications		
BSBCMM211	Apply communication skills		
BSBINS201	Process and maintain workplace information		

CERTIFICATE II IN SPORT COACHING – SIS20321

Overview

This qualification reflects the role of individuals who apply skills and knowledge to conduct pre-planned coaching sessions with foundation-level participants in a specific sport. It provides a pathway to work or volunteer in assistant coaching roles at community-based sports clubs and organisations within the Australian sport industry. Individuals with this qualification use a defined and limited range of basic coaching skills to engage participants and are involved in mainly routine, repetitive tasks using limited practical skills and sport industry knowledge. They work under the supervision of a coach.

In this course, you'll gain a range of basic coaching skills required to work under the supervision of a coach to engage participants in sport. You'll learn how to provide equipment for activities, participate in conditioning training, conduct coaching sessions with foundation-level participants, and assist supervisors to prepare, deliver, monitor and evaluate activity sessions.

Entry requirements

The course is delivered using an online platform. As such, students must have a working laptop for every lesson as well as internet access

Delivery modes

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

- face-to-face instruction
- work-based learning
- guided learning
- online training.

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Bremer State High School in partnership with the College of Health and Fitness.

Fees

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 release of the 2026 Career Ready VETiS funded qualifications list. Our school will confirm delivery arrangements with the approved SAS provider before finalising VET-funded enrolments for 2026.

This qualification is also being offered to students in 2026 under a fee for service arrangement by The College of Health and Fitness. Fee for service cost = \$450.

Assessment

All students will be enrolled in an online learning platform through The College of Health and Fitness. Assessment is competency-based, and students must satisfactorily complete all competencies to be awarded the qualification. Multiple opportunities to demonstrate competency will be provided until the activity's set closing date. Methods of assessment include, but are not limited to:

- Practical demonstrations of skills
- Oral presentations
- Short answer tests
- Workbooks
- Projects
- Direct observation
- Case scenarios responded to through workbook and assignment tasks

- planning for coaching, assisting/supporting recreational
- sport practical sessions

Pathways

Possible job role titles depend on the specific sport may include assistant coach. Successful completion of this course will qualify you to work or volunteer in assistant coaching roles at community-based sports clubs and organisations.

Course units

To attain a SIS20321 Certificate II Sport Coaching 7 units of competency must be achieved.

QCE Credits

4 Core Credits

RTO Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification.

Students who are deemed competent in all 21 units of competency will be awarded a Qualification and a record of results by the College of Health and Fitness. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Course information is from The College of Health & Fitness (RTO – 30798) and is current as at July 2025. Full course information can be obtained from The College of Health & Fitness (<https://www.thecollegeofhealthandfitness.qld.edu.au/vet-in-schools>)

Code	Units of Competency
HLTWHS001	Participate in workplace health and safety
BSBPEF301	Organise personal work priorities
SISSSCO002	Work in a community coaching role
BSBXTW301	Work in a team
SISXEMR003	Respond to emergency situations
SISSSCO001	Conduct sport coaching sessions with foundation level participants
HLTAID011	Provide first aid – not online, delivered as a 1 day face-face course

MEM20422 CERTIFICATE II IN ENGINEERING PATHWAYS

Overview

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 to be done in a safe manner for each learner and those around them.

QCE Credits

4 Core Credits

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Bremer SHS in partnership with Blue Dog Training.

Delivery modes

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

- face-to-face instruction
- work-based learning
- guided learning
- online training.

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.

Code	Units of Competency
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
CPCCOM1015	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>

CPC20220 CERTIFICATE II IN CONSTRUCTION PATHWAYS

Overview

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

The units of competency cover essential work health and safety requirements, communication skills, work planning, and basic use of tools and materials. Core units are aligned with those required in most Certificate III qualifications. The course is built around a basic construction project unit that integrates skills and embeds employability skills in context.

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

Application

The learning program should develop trade-like skills without aiming to deliver trade-level expertise. For example, the goal in tiling is not to master trade techniques and theory, but to gain an introduction—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.

QCE Credits

4 Core Credits

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Bremer SHS in partnership with Blue Dog Training.

Delivery modes

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

- face-to-face instruction
- work-based learning
- guided learning
- online training.

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 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.

Code	Units of Competency
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
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 – An asterisk (*) next to a unit code above indicates a prerequisite that must be completed before assessment of that unit.*
- *Elective units may change before the program begins to reflect current industry practices.*
- *# The unit CPCWHS1001 Prepare to work safely in the construction industry meets WHSQ requirements for General Construction Induction Training (GCIT) and must be completed before accessing any construction site. On successful completion as part of this Blue Dog Training VETiS program, students will receive a Construction Induction 'White Card' from Workplace Health and Safety Queensland.*

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



We Believe. We strive. We Achieve.