



Innisfail State College

Subject Information Handbook

2026

Senior Secondary – Years 11 & 12

English

ENGLISH

General Information

English is a **General** subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Course Outline & Content

ENGLISH			
Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts	Texts and culture	Textual connections	Close study of literary texts
<ul style="list-style-type: none">Explore individual and/or collective experiences and perspectives of the worldExamine how perspectives and representations of concepts, identities and/or groups are constructed through textual choices.Explore how meaning is shaped through the relationships between language, text, purpose, context and audience.Respond to a variety of non-literary and literary text.Create responses for public audiences and persuasive texts.	<ul style="list-style-type: none">Explore cultural experiences of the world through engaging with a variety of texts.Develop their understanding of how relationships between language, purpose, context and audience shape meaning and cultural perspectives.Examine the relationships between language and identity, the effect of textual choices and the ways in which these choices position audiences for particular purposes, revealing attitudes, values and beliefs.Respond to and create imaginative and analytical texts of their own.	<ul style="list-style-type: none">Explore connections between texts by examining representations of the same concepts and issues in different texts.Explore how connections between texts contribute to meaning-making.Analyse different perspectives by examining representations of the same issues in different texts.Topic 1: Conversations about issues in textsExplore how texts position readers/viewers and develop their capacity to analyse and contest complex and challenging ideas and the assumptions, attitudes, values and beliefs underpinning them.Create a variety of persuasive texts culminating in a spoken persuasive text.Topic 2: Conversations about concepts in texts.Examination of two different types of texts.Create a response to add to ongoing, informed and public 'conversations' about literary texts.	<ul style="list-style-type: none">Explore the world and human experiences by engaging with literary texts from diverse times and places.Explore how these texts build a shared understanding of human experience and through this become significant to a culture. <p>Topic 1: Creative response to literary texts</p> <ul style="list-style-type: none">Experiment with innovation and imaginative use of language, style and textual elements to create their own imaginative texts that promote emotional and critical reactions in readers. <p>Topic 2: Critical responses to literary texts</p> <ul style="list-style-type: none">Develop and compose original, analytical texts.
Assessment		Assessment	
In Units 1 and 2, students have the opportunity to experience and respond to the types of assessment they will encounter in Units 3 and 4. For reporting purposes, students will complete at least one assessment for each unit, with a maximum of four assessments across Units 1 and 2.		IA1: Spoken persuasive response – (25%) Spoken (live or recorded: up to 8 minutes) IA2: Written response for a public audience – (25%) Written (up to 1500 words)	IA3: Examination: Extended response – (25%) Written EA: Examination: Extended response – (25%) Written

Assessment

IA1: Spoken persuasive response – (25%) - Spoken (live or recorded: up to 8 minutes)

Respond to the 'conversation' about a contemporary social issue playing out in media texts and construct a persuasive argument of their own that adds to the public dialogue about the issue.

IA2: Written response for a public audience (25%) - Written: up to 1500 words

Respond to two texts connected by the representation of a concept, identity, time or place, in a written response for a public audience.

IA3: Examination- Extended response (25%) - Planning: 15 minutes, Writing 120 minutes

Focus on the interpretation of a text from the prescribed text list as a springboard for an imaginative response.

EA: Examination- Extended response (25%) - Planning: 15 minutes, Writing 120 minutes

Respond to an unseen question related to a literary text from the EA section of the prescribed text list.

Extended response in the form of an analytical essay for an audience with a deep understanding of the text.

Pathways

A course of study in English can establish a basis for further education and employment in the fields of the Arts, Humanities and Governance. This may also include editorial work, museum curatorship, a blogger or the role of a government advisor.

ESSENTIAL ENGLISH

General information

Essential English is an **Applied Subject** suited to students who are interested in pathways that lead to vocational education or work. Essential English is developmental and becomes increasingly complex across the four units of study.

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

Course Outline & Content

ESSENTIAL ENGLISH			
Unit 1	Unit 2	Unit 3	Unit 4
Language that works	Texts and human experiences	Language that influences	Representations and popular culture texts
<ul style="list-style-type: none"> Explore how meaning is communicated in contemporary workplace texts and/or popular culture texts about the world of work. Develop and use a range of strategies and skills to comprehend and interpret these texts. Explore how the relationships between context, purpose and audience create meaning in work-related texts and/or popular culture texts about the world of work. Identify, consider and explain language choices and the organisational features of texts and their impact on meaning. Respond to a variety of work-related texts and/or popular culture texts about the world of work. Create texts of their own for a variety of purposes and audiences. 	<ul style="list-style-type: none"> Explore individual and/or collective experiences and perspectives of the world. Explore how different perspectives, ideas, attitudes, values and/or beliefs are communicated through the textual representations of a range of human experiences. Identify audience and purpose and consider how meaning is shaped in reflective/nonfiction texts to invite audiences to accept a particular point of view. Respond to a variety of reflective/nonfiction texts by creating texts of their own for a variety of purposes and audiences. 	<ul style="list-style-type: none"> Explore community, local and/or global issues presented in a range of texts that invite an audience to take up positions. Apply their understanding of how perspectives, ideas, attitudes and values are represented in texts to influence audiences. Explore how issues are represented in a range of texts. Develop their own point of view about these issues. Synthesise information to respond to and create a range of texts, considering their intended purpose, their representations of ideas and issues and audience responses. Discuss and listen to differing perspectives, compare, draw conclusions and influence audiences for a range of purposes. Develop their skills in using appropriate vocabulary and accurate spelling, punctuation and grammar to enable effective communication. <p>The unit is made up of two topics:</p> <ul style="list-style-type: none"> Creating and shaping perspectives on community, local and global issues in texts Responding to texts that seek to influence audiences. 	<ul style="list-style-type: none"> Explore how the text structures, language features and language of contemporary popular culture texts shape meaning. Build on learning about how the relationships between context, purpose and audience create meaning. Apply comprehension strategies when engaging with texts. Respond to and engage with a variety of texts, including Australian texts. Create texts of their own. Consider how perspectives are represented. Explore values inherent within these texts. Examine connections between audience, purpose and context. Reflect on a range of popular culture texts. Develop their own interpretations. Develop their skills in using appropriate vocabulary and accurate spelling, punctuation and grammar to enable effective communication.
Assessment		Assessment	
<p>In Units 1 and 2, students have the opportunity to experience and respond to the types of assessment they will encounter in Units 3 and 4.</p> <p>For reporting purposes, students will complete at least one assessment for each unit, with a maximum of four assessments across Units 1 and 2.</p>		<p>IA1: Spoken persuasive response – (25%) Spoken (live or recorded: up to 6 minutes) CIA: Written response – (25%)</p> <p>IA3: Multimodal response – (25%) (live or recorded: up to 6 minutes) IA4: Written response – (25%) (up to 800 words)</p>	

Assessment

IA1: Spoken response – (25%) – Spoken (live or recorded: up to 6 minutes)

Create and present a persuasive response related to a current community, local or global issue.

IA2: Common Internal assessment (25%) – Planning time: 15 minutes. Working time: 90 minutes

The QCAA provides two stimulus texts — one written and one predominantly visual. The texts may be presented in a range of genres, e.g. blog posts, articles, social media posts, posters, advertisements, infographics.

IA3: Multimodal response (25%) – Multimodal: 2 modes delivered where one mode is spoken. Live or recorded: up to 6 minutes.

Create and present a multimodal response to express their perspective about a particular representation in a contemporary popular culture text.

IA4: Written response (25%) – Written: up to 800 words

Create a written response that invites a particular audience to take a position about an aspect of an Australian popular culture text.

Pathways

Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Vocational work may include council traineeships, apprenticeships, retail, tourism and media.

Hospitality & Industrial Technology

EARLY CHILDHOOD STUDIES

General information

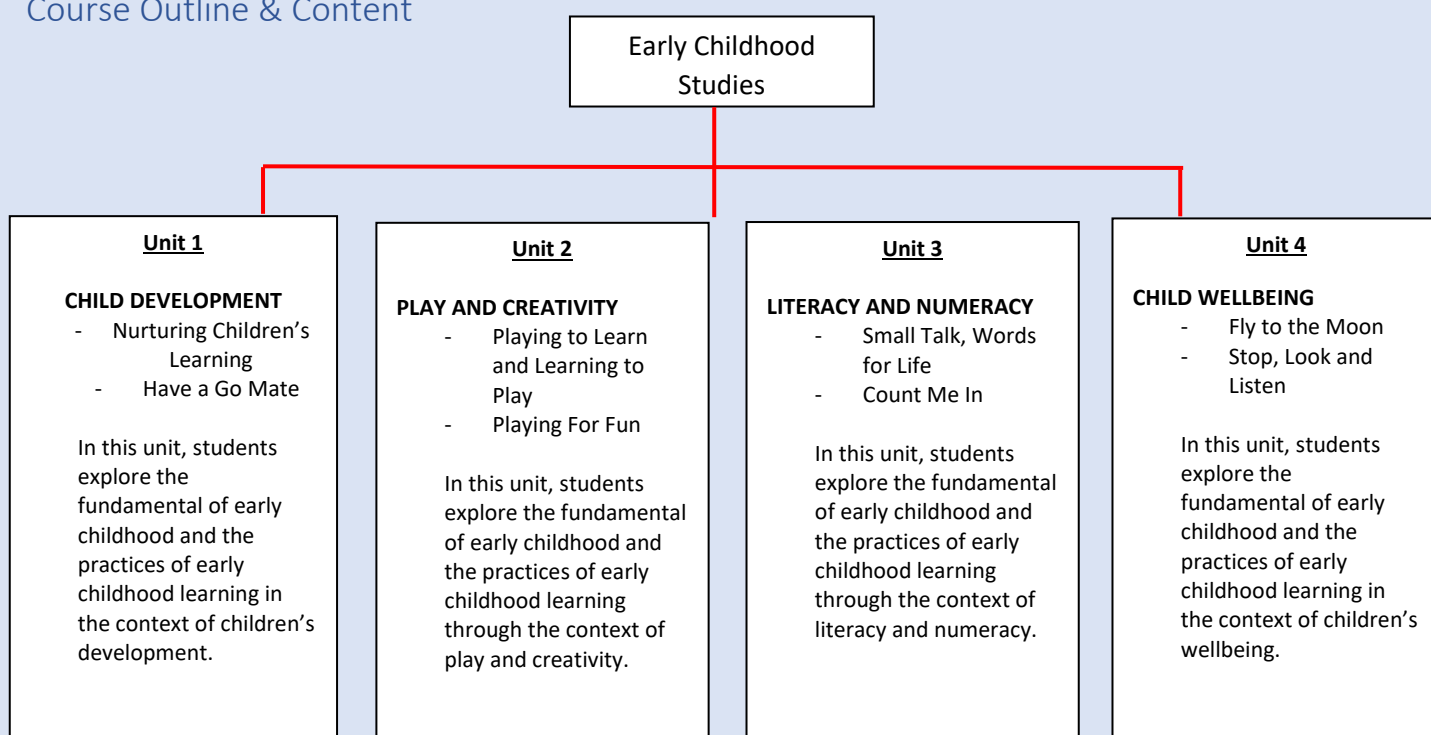
Early Childhood Studies is an **Applied Subject** suited to students who are interested in pathways that lead to tertiary study, vocational education or employment.

Early Childhood Studies focuses on learning about children aged from birth to five years. A cornerstone of the subject is the significance of play to a child's development. Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

Students investigate the fundamentals and practices of early childhood learning. They plan learning activities, implement learning activities and evaluate these as required. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

This course of study provides opportunities for students to interact with children aged from birth to five years.

Course Outline & Content



Assessment

Assessment may include:

Investigation: Multimodal (at least modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media.

Project: Multimodal (at least modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media.

Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Depending on qualifications, opportunities exist as early childhood educators, teacher's aides or assistants in early childhood settings, childcare facilities, kindergartens and early learning centres.

Excursions and costs

Under 8's Day with nil cost.

Health and Physical Education

PHYSICAL EDUCATION

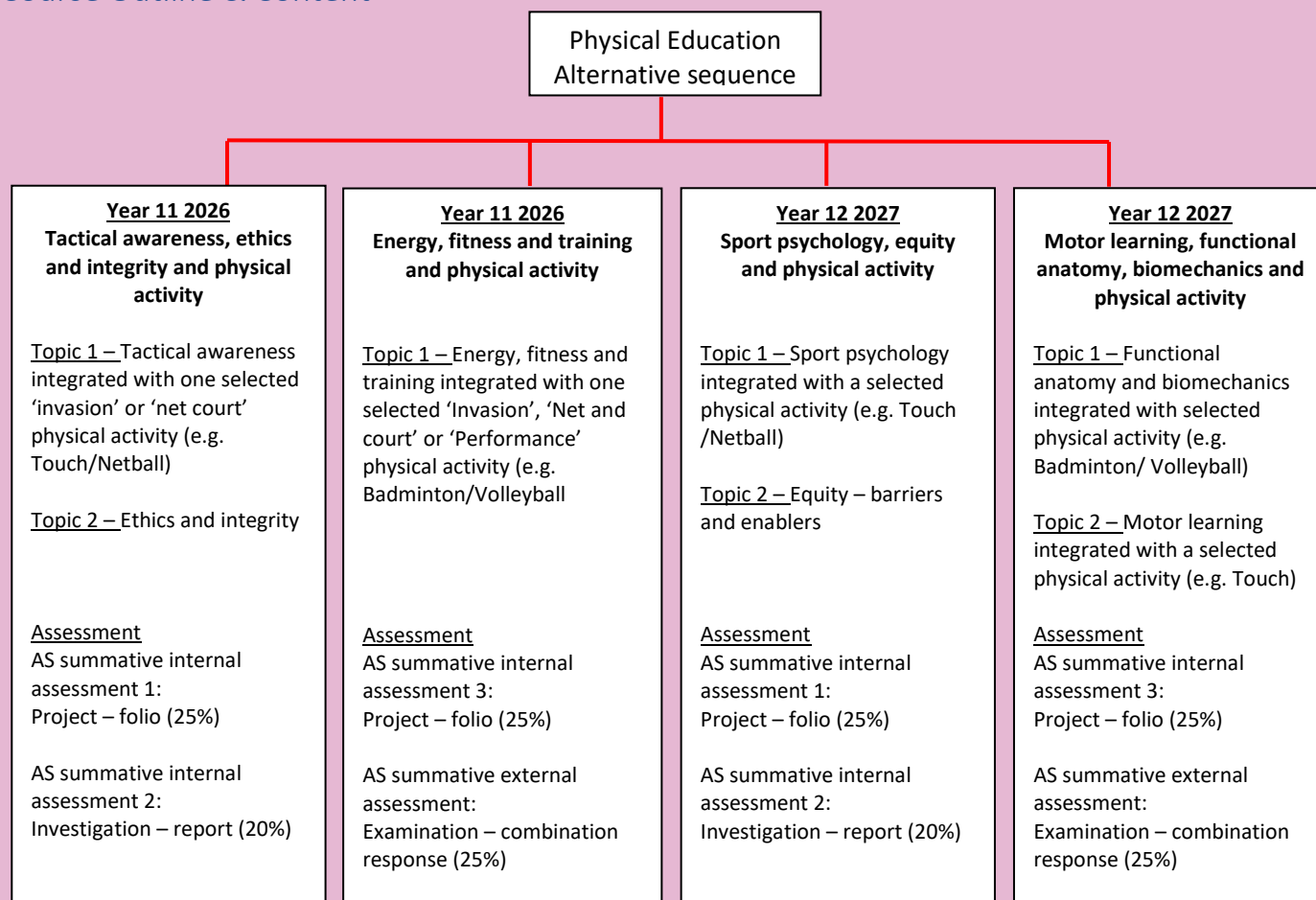
General information

Physical Education is a **General Subject** suited to students who are interested in pathways that lead to **tertiary study**, vocational education or work. Physical education is developmental and becomes increasingly complex across the four units of study.

It is recommended students have received a Sound Achievement or higher in year 10 English to be best prepared for the written demands of this subject.

The Physical Education course is highly integrated with practical activities, so students must be willing to participate in a range of physical activities.

Course Outline & Content



Note: Year 11 assessment subject to change and physical activities are examples only and will be chosen based on cohort strengths.

Assessment

Project - Folios – Are 9-11 minutes in length and are also accompanied by 2-3 minutes of supporting evidence (or performance in physical activity) . Delivered in multi-modal form such as a pre-recorded presentation.

Investigation - Reports – Are 1500-2000 words in length. Delivered in written form.

Examination - Combination response pieces – Are 2 hrs & 15min and include 800-1000 words in total. Unseen questions that include multiple-choice, short response and extended response questions.

Pathways

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

Excursions and costs

Nil – some possibility of sport-specific excursions depending on sports chosen (e.g. golf green fees)

PSYCHOLOGY

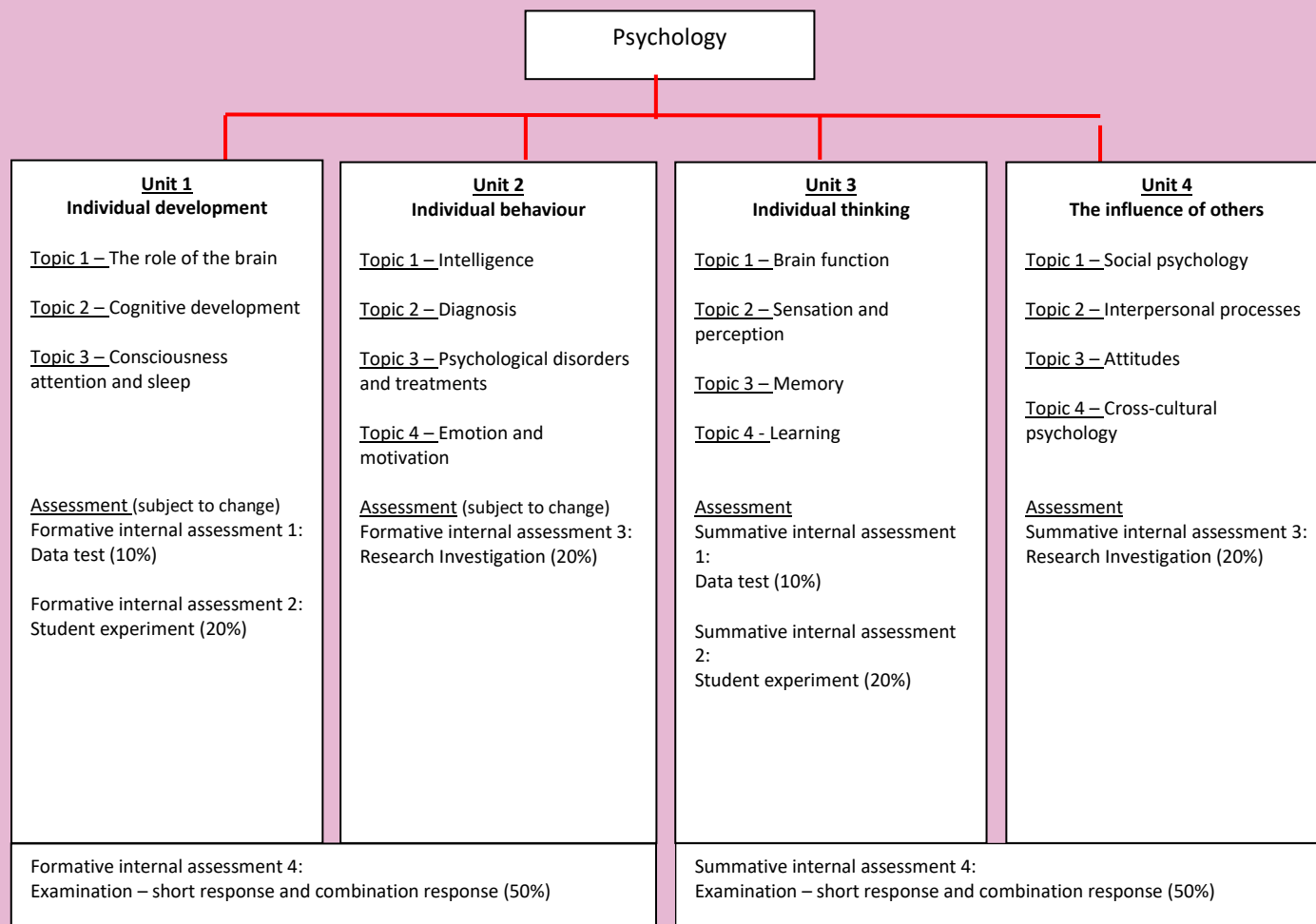
General information

Psychology is a **General Subject** suited to students who are interested in pathways that lead to **tertiary study**, vocational education or work. Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Those students who have succeeded in the year 10 elective of Psychology will have been exposed to a small amount of information in relation to this course (the year 10 Psychology subject is not a pre-requisite for this subject but has been developed to prepare students for a range of sciences in years 11 & 12, including Psychology).

Course Outline & Content



Assessment

Data tests – Are 70 minutes in length and are 500 words in total with a variety of question techniques

Student experiments – Are 1500-2000 words in length. Delivered as a scientific report.

Research investigations – Are 1500-2000 words in length. Delivered in written or multi-modal form.

Examinations – There are 2 unseen examinations, and they are 100 minutes each.

1. Short response exam – multiple choice, single-word and sentence response, calculating algorithms
2. Combination response exam – short items (single-word, sentence or short paragraph), calculating using algorithms, interpreting graphs, tables or diagrams, responding to unseen data or stimulus, written paragraphs (50-250 words) and extended response from a choice of questions (300-350 words).

Pathways

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

Excursions and costs

None planned at this stage, however subject to change.

SPORT AND RECREATION

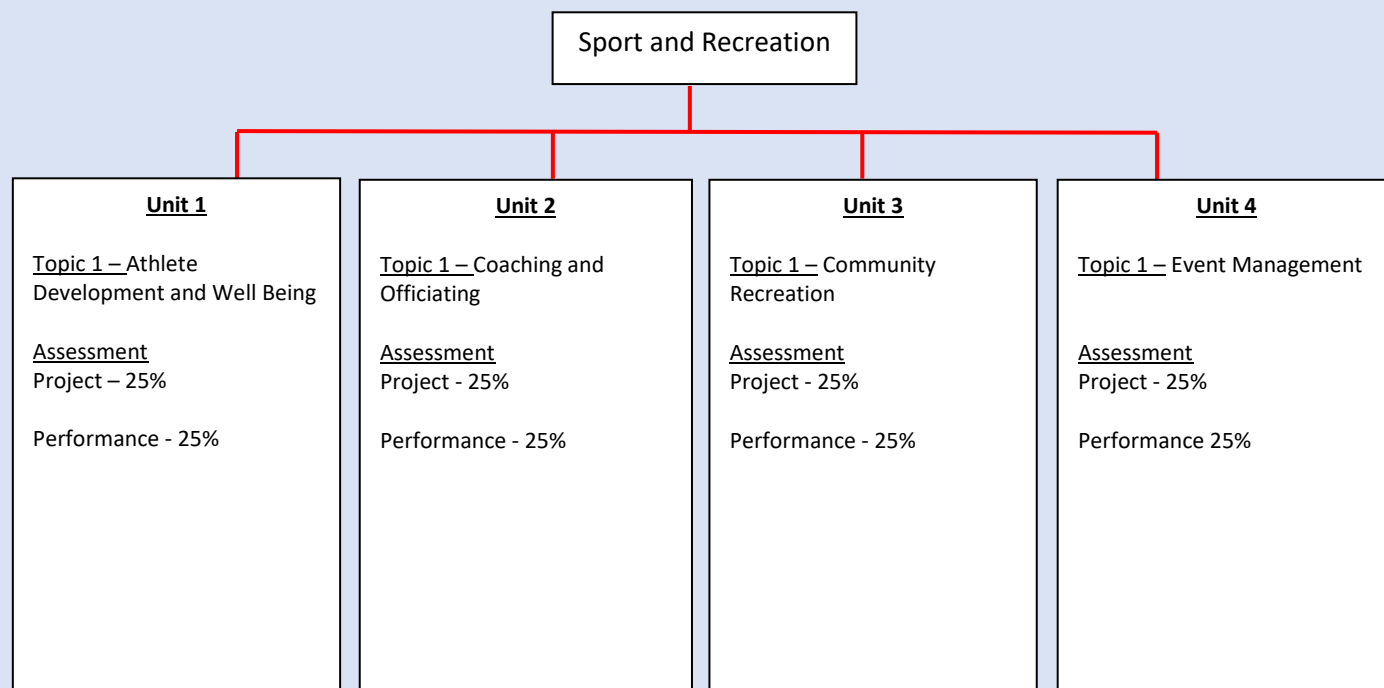
General information

Sport and Recreation is an **Applied Subject** suited to students who are interested in pathways that lead to tertiary study, **vocational education or work**. Sport and Recreation is developmental and becomes increasingly complex across the four units of study as students develop greater independence as learners.

Those students who have succeeded in the year 10 elective of Recreation, will have the ability to succeed in this subject (year 10 Recreation is not a pre-requisite for this subject, but is a good indication of the learning and assessment involved in year 11 & 12 Sport and Recreation).

The Sport and Recreation course is highly integrated with practical activities, so students must be willing to participate in a range of physical activities.

Course Outline & Content



Note: Year 11 assessment subject to change. Physical activities will be chosen based on cohort strengths and will include a variety of activities for each student

Assessment

Project – Consists of **at least two** different assessable components from the following – written, spoken, multi-modal and performance. The length of a project will depend on which 2 of the following are selected. Written component (500-900 words), spoken component (2½ - 3½ minutes), Multimodal component (3-6 minutes) and performance component (2-4 minutes)

Investigations – Investigate or research a specific question or hypothesis through collection, analysis and synthesis of primary and/or secondary data obtained through research. Can be assessed in a variety of genres and might include either – written (600-1000 words), spoken (3-4 minutes) or multimodal (4-7 minutes)

Performances - Demonstrate physical performances in a wide range of sport and recreation contexts, which may include individual, group, team and community environments. Indicators of performance will require students to be involved as participants, organisers and supervisors over the course of study.

Pathways

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

Excursions and costs

No excursions planned at this stage but could include fees for specific physical activities (e.g. golf green fees, CrossFit instructors, bowls green fees).

HUMANITIES

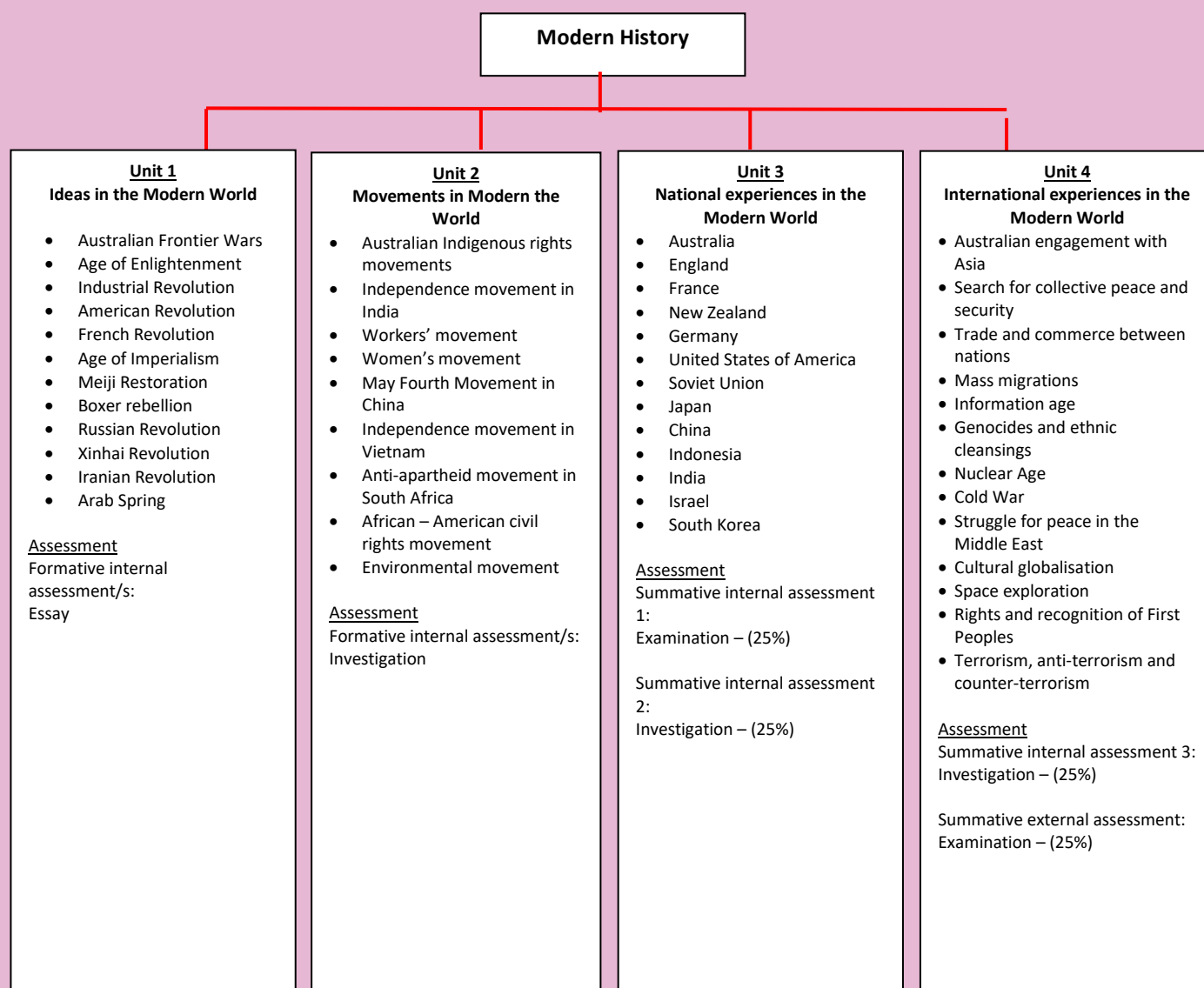
MODERN HISTORY

General information

Modern History is a **General Subject** suited to students who are interested in pathways that lead to **tertiary study**, vocational education or work. Modern History is developmental and becomes increasingly complex across the four units of study.

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World. Those students who have succeeded in the year 10 History subject, will have the ability to succeed in this subject.

Course Outline & Content



Note: Not ALL topics will be studied. Topics for each unit will be selected based on the cohort's strengths.

Assessment

Investigation - Reports – Are 1500-2000 words in length. Delivered in written form.

Examination - Combination response pieces – Are 2 hrs & 15min and include 800-1000 words in total. Unseen questions that include multiple-choice, short response and extended response questions.

Pathways

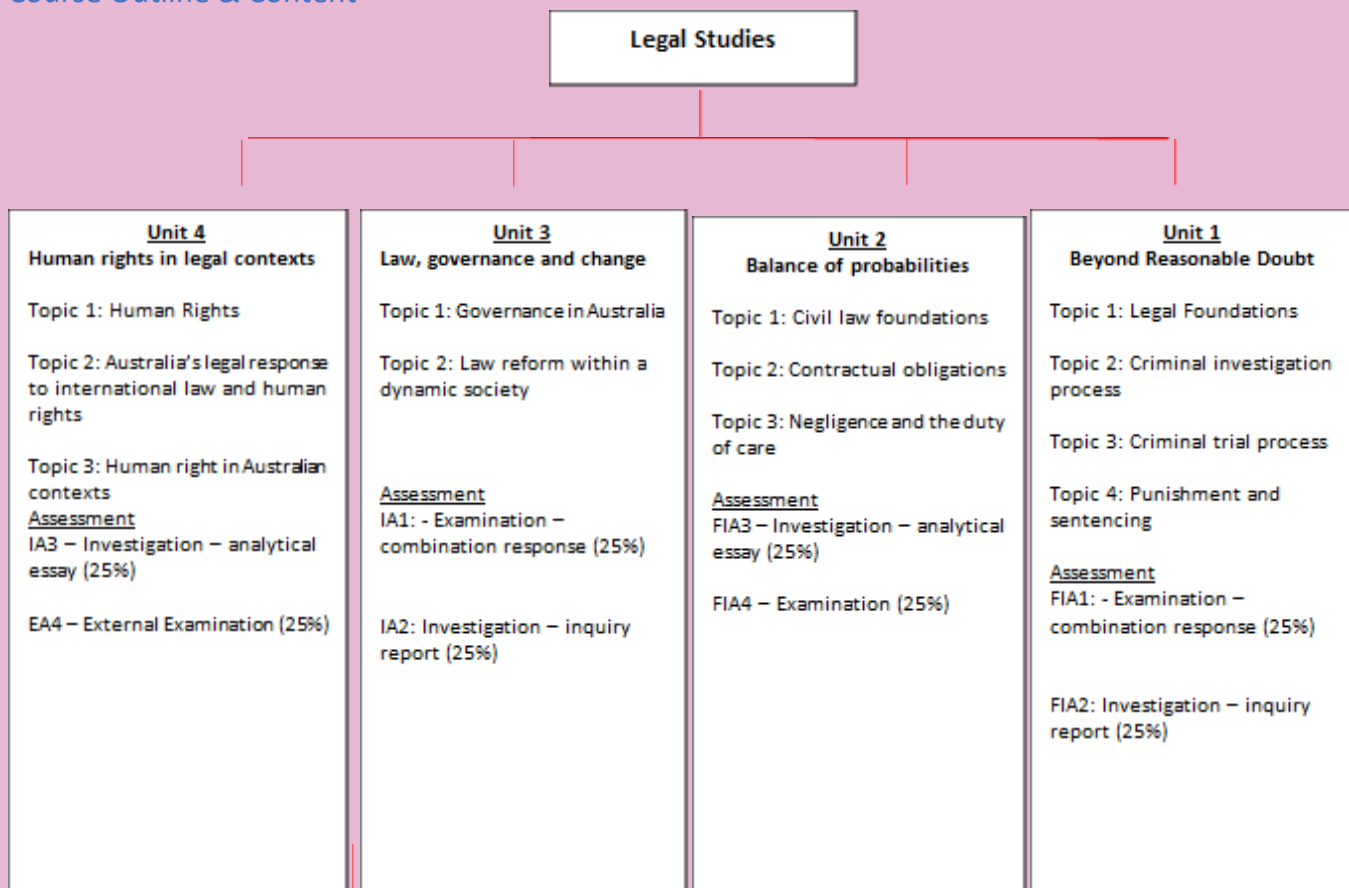
A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

Legal Studies

General information

Modern History is a **General Subject** suited to students who are interested in pathways that lead to **tertiary study**, vocational education or work. Legal Studies is developmental and becomes increasingly complex across the four units of study. Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

Course Outline & Content



Assessment

Examination - Combination response pieces – Are 2 hrs & 15min and include up to 1000 words in total. Unseen questions that include multiple-choice, short response and extended response questions.

Investigation – inquiry report – Written task up to 2000 words

Investigation – analytical essay – Written task up to 2000 words

External Exam – 15 minutes planning time, 120 minutes working time. Combination of annotations, short response questions and extended response.

Pathways

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

SOCIAL & COMMUNITY STUDIES

Information

Social and Community Studies is an **Applied Subject** suited to students who are interested in pathways that lead to vocational education or work. Social and Community Studies is developmental and becomes increasingly complex across the four units of study.

The Social and Community Studies Applied syllabus deals with the skills students need to function efficiently, effectively and positively in current and future life roles.

Course Outline & Content

Information and Communication technology is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study. The core provides a common body of concepts, ideas, knowledge, understanding and skills that will support students' further learning and engagement with the personal and social skills necessary for their present and future life.

Unit option	Unit title
Unit 1	Healthy choices for mind and body
Unit 2	Legal and digital citizenship
Unit 3	Arts and identity
Unit 4	Relationships and work environment

Assessment

Students complete two assessment tasks for each unit of study. The assessment techniques used in Information and communication technology are:

Technique	Description
Project	This technique assesses a response to a single task, situation and/or scenario in a module of work that provides students with authentic or real-world opportunities to demonstrate their learning. Conditions: Multimodal up to 5 minutes, 6 A4 pages or equivalent. Spoken up to 4 minutes, written up to 600 words
Extended response/ Investigation	This technique assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. Conditions: Student will develop response in class and their own time. Responses will be assessed individually.

Pathways

A course of study in information and communication technology can lead to:

- ICT operations
- help desk
- sales support
- digital media support
- office administration
- records and data management
- call centres.

Excursions and costs

Nil.

Mathematics

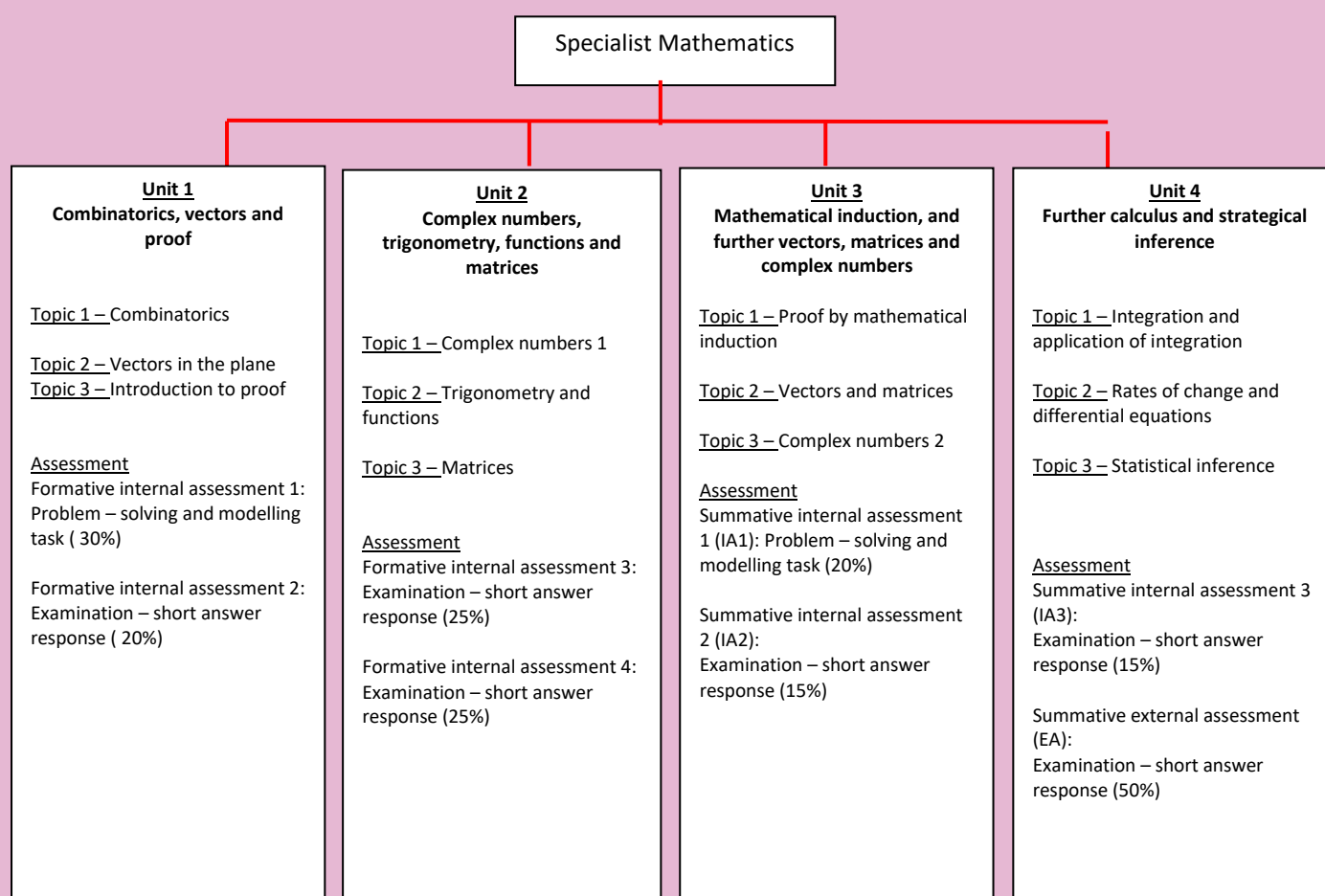
SPECIALIST MATHEMATICS (Alternative Sequence)

General information

Specialist Mathematics is a **General** Subject suited to students who are interested in pathways that lead to **tertiary** study, vocational education or work. Specialist Mathematics is developmental and becomes increasingly complex across the four units of study.

Those students who have achieved a high achievement or better in year 10 Mathematics will have the assumed knowledge required to complete this subject. Specialist mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods. 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.

Course Outline & Content



Assessment

Problem – Solving and Modelling tasks – A written response to a task set in a context that highlights mathematical application in real-life situation. Must not exceed 10 pages, duration 4 weeks, including 3 hours in class time.

Examination – short-response answers – Time: 120 minutes plus 5 minutes perusal (can be completed in 2 papers). Technology (graphics calculator) allowed, and formula sheet given.

Examination – external short-response answers – Consists of two papers, both allow scientific calculators and QCAA formula sheet. Paper 1, 90 minutes plus 5 minutes perusal time, simple familiar questions 25% value. Paper 2, 90 minutes plus 5 minutes perusal time, complex familiar and complex unfamiliar questions.

Pathways

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

Excursions and costs

Graphics calculators – TI-Nspire CX NON CAS (available to purchase through the school) approximately \$220

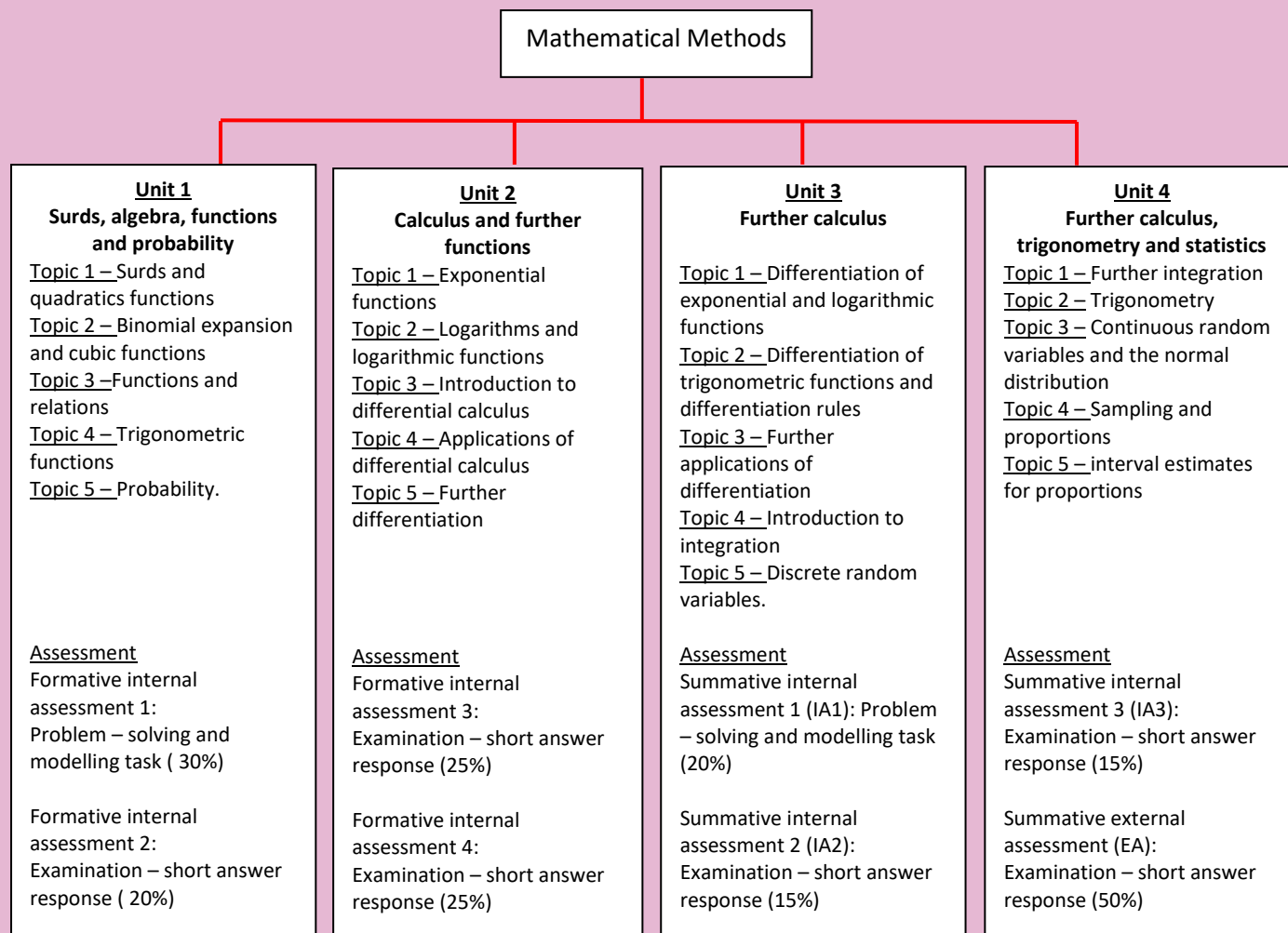
MATHEMATICAL METHODS

General information

Mathematical Methods is a **General** Subject suited to students who are interested in pathways that lead to **tertiary** study, vocational education or work. Methods Mathematics is developmental and becomes increasingly complex across the four units of study.

Those students who have achieved a high achievement or better in year 10 Mathematics will have the assumed knowledge required to be successful in this subject. Students who undertake Mathematical Methods will see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

Course Outline & Content



Assessment

Problem – Solving and Modelling tasks – A written response to a task set in a context that highlights mathematical application in real-life situation. Must not exceed 10 pages, including 3 hours in class time and their own time.

Examination – short-response answers – Time: 90 minutes plus 5 minutes perusal (can be completed in 2 papers). Technology (graphics calculator) allowed, and QCAA formula sheet provided.

Examination – external short-response answers – Consists of two papers, QCAA formula sheet provided. Paper 1 technology free, 90 minutes plus 5 minutes perusal time 25% weighting. Paper 2 technology active, 90 minutes plus 5 minutes perusal time 25% weighting.

Pathways

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

Excursions and costs

Graphics calculators – TI-Nspire CX NON CAS (available to purchase through the school) approximately \$220

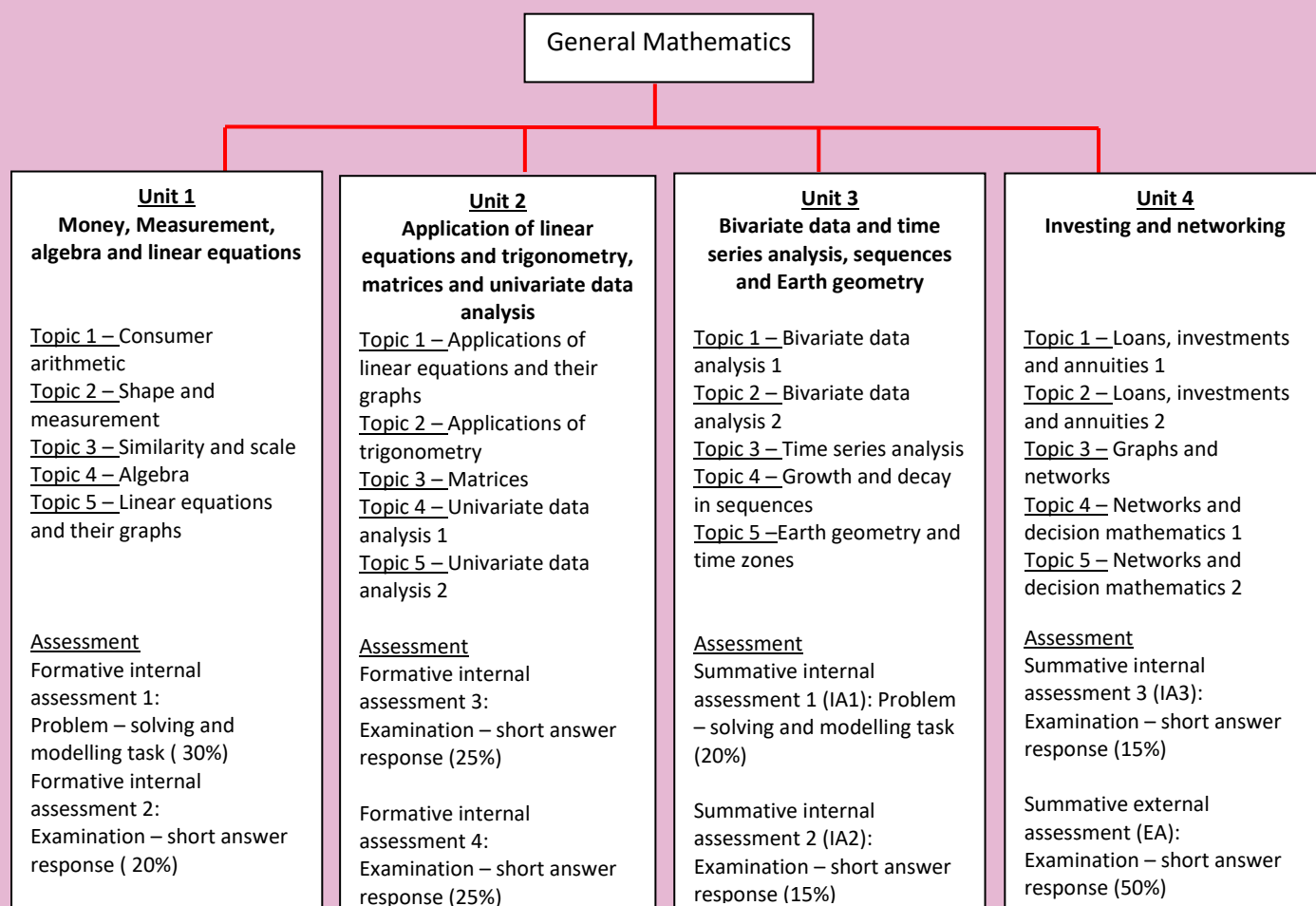
GENERAL MATHEMATICS

General information

General Mathematics is a **General** Subject suited to students who are interested in pathways that leads to **tertiary** study, vocational education or work. General Mathematics is developmental and becomes increasingly complex across the four units of study.

It is recommended that students who earned a sound achievement or higher in year 10 Mathematics have completed the required assumed knowledge to be best prepared for demands of this subject. This subject incorporates a practical approach that equips learners for their needs as future citizens. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world.

Course Outline & Content



Assessment

Problem – Solving and Modelling tasks - A written response to a task set in a context that highlights mathematical application in real-life situation. Must not exceed 10 pages, allocation of 3 hours in class time and their own time.

Examination – short-response answers – Time: 90 minutes plus 5 minutes perusal (can be completed in 2 papers). Technology (scientific calculator) allowed, and QCAA formula sheet provided.

Examination – external short-response answers - Consists of two papers, both allow scientific calculators and QCAA formula sheet. Paper 1, 90 minutes plus 5 minutes perusal time, simple familiar questions 25% value. Paper 2, 90 minutes plus 5 minutes perusal time, complex familiar and complex unfamiliar questions.

Pathways

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

Excursions and costs

Scientific calculator (preferred model: CASIO fx-82ES PLUS)

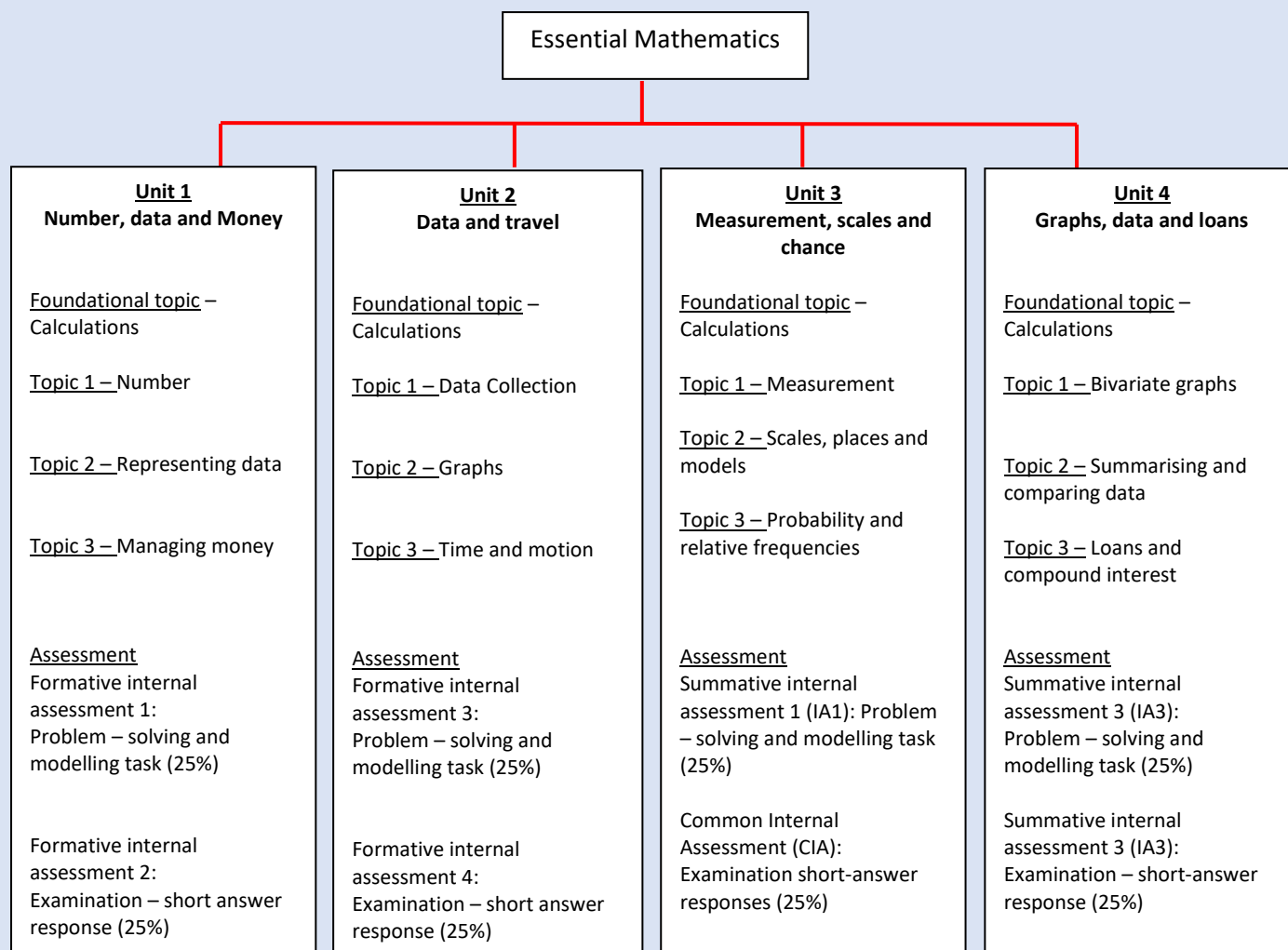
ESSENTIAL MATHS

Information

Essential Mathematics is an **Applied subject** suited to students who are interested in pathways beyond Year 12 that lead to vocational education, work or tertiary studies. Essential Mathematics is developmental and becomes increasingly complex across the four units of study.

It is suggested that students have achieved some success in year 10 Mathematics to support the study of this subject. This subject shows mathematics as applicable to employability and lifestyles, and develops leadership skills through self-direction and productive engagement in their learning.

Course Outline & Content



Assessment

Problem – Solving and Modelling tasks - A written response to a task set in a context that highlights mathematical application in real-life situation. Must not exceed 8 pages, including 8 hours in class time.

Examination – short-response answers – Time: 60 minutes plus 5 minutes perusal. Part A – simple concepts covered. Part B – Complex content only. Scientific calculator allowed, and QCAA formula sheet provided.

Examination – Common Internal Assessment – Time: 60 minutes plus 5 minutes perusal. Part A – simple concepts covered. Part B – Complex content only. Technology (scientific calculator) allowed, and formula sheet given

Pathways

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

Excursions and costs

Scientific calculator (preferred model: CASIO fx-82ES PLUS)

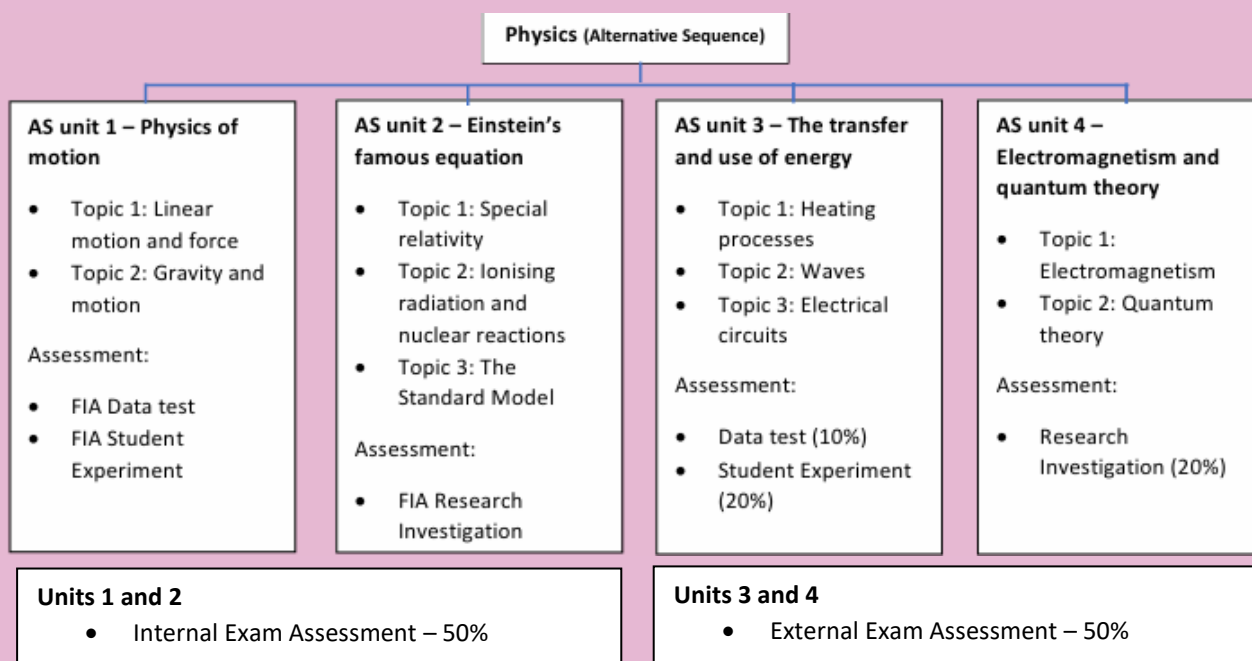
Science

PHYSICS

General information

Physics provides opportunities for students to engage with the classical and modern understandings of the universe through an alternative sequence. In Year 11 Unit 3, students learn about the concepts and theories that predict and describe the linear motion of objects and gravity. Finally in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena. In Year 12 Unit 1, students learn about the fundamental concepts of transfer and the use of energy including heating, waves and electrical circuits. Concluding with Unit 2 with Einstein's famous equation and the explanation of the universe.

Course Outline & Content



Assessment

Formative assessments — Year 11, Units 1 and 2 (Alternative Sequence)

Summative assessments — Year 12, Units 3 and 4 (Alternative Sequence)

Students will complete a total of four summative assessments — three internal and one external — that count towards their final mark in this subject. Assessment tasks as follows:

Internal assessment 1 (IA1): Data test (10%) The data test consists of several different types of items, which may include short items requiring sentence or short paragraph responses, calculating using algorithms, interpreting graphs, tables or diagrams and responding to unseen qualitative and quantitative data and/or stimulus based on mandatory or suggested practicals, activities or case studies from the unit being studied.

Internal assessment 2 (IA2): Student experiment (20%) The response is a 1500–2000 word scientific report.

This assessment requires students to modify a research question or hypothesis, conduct the experiment, collect and analyse the evidence to identify trends, patterns or relationships

Internal assessment 3 (IA3): Research investigation (20%) The response is a 1500–2000 word scientific essay.

This assessment requires students to evaluate a claim. They will do this by researching, analysing and interpreting secondary evidence from scientific texts to form the basis for a justified conclusion about the claim.

Summative external assessment (EA): 3 hour examination (50%) The examination assesses the application of a range of cognitions to multiple provided items which will include questions, scenarios and problems from both Units 1 and 2

Pathways

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

Excursions and costs

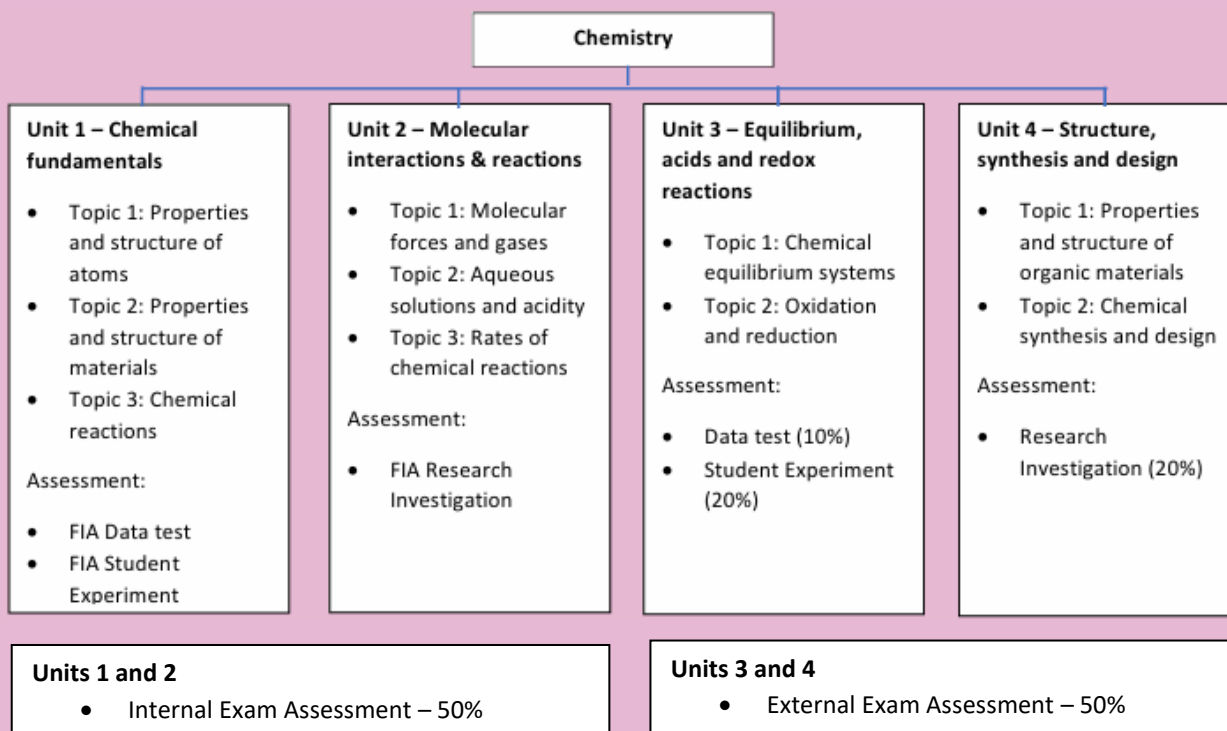
N/A

CHEMISTRY

General information

Chemistry is the study of the structure and properties of materials. In Unit 1, students study atomic theory, chemical bonding and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic and green chemistry, synthesis and design to examine the characteristic chemical and physical properties displayed by different classes of organic compounds.

Course Outline & Content



Assessment

Formative assessments — Year 11, Units 1 and 2

Summative assessments — Year 12, Units 3 and 4

Students will complete a total of *four* summative assessments — three internal and one external — that count towards their final mark in this subject. Assessment tasks as follows:

Internal assessment 1 (IA1): Data test (10%) The data test consists of a number of different types of responses, which may include short items requiring sentence or short paragraph responses, calculations using algorithms, interpreting data, tables or diagrams and interpreting unseen qualitative and quantitative data and/or stimulus based on mandatory or suggested practicals, activities or case studies from the unit being studied.

Internal assessment 2 (IA2): Student experiment (20%) The response is a 1500–2000 word scientific report.

This assessment requires students to modify a research question or hypothesis, conduct the experiment, collect and analyse the evidence to identify trends, patterns or relationships.

Internal assessment 3 (IA3): Research investigation (20%) The response is a 1500–2000 word scientific essay.

This assessment requires students to evaluate a claim. They will do this by researching, analysing and interpreting secondary evidence from scientific texts to form the basis for a justified conclusion about the claim.

Summative external assessment (EA): 3 hour examination (50%) The examination assesses the application of a range of cognitions to multiple provided items which will include questions, scenarios and problems from both Units 3 and 4.

Pathways

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

Excursions and costs

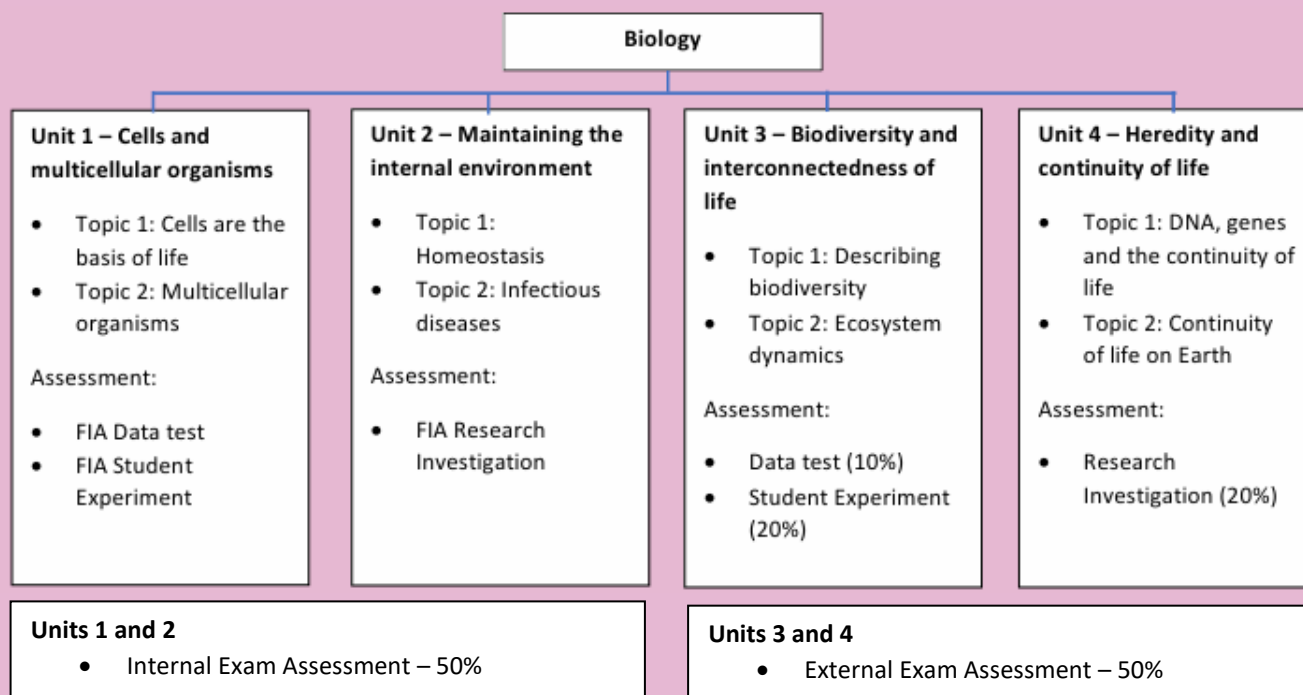
N/A

BIOLOGY

General information

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

Course Outline & Content



Assessment

Formative assessments — Year 11, Units 1 and 2

Summative assessments — Year 12, Units 3 and 4

Students will complete a total of *four* summative assessments — three internal and one external — that count towards their final mark in this subject. Assessment tasks as follows:

Internal assessment 1 (IA1): Data test (10%) The data test consists of a number of different types of items, which may include short items requiring sentence or short paragraph responses, calculating using algorithms, interpreting graphs, tables or diagrams and responding to unseen qualitative and quantitative data and/or stimulus based on mandatory or suggested practicals, activities or case studies from the unit being studied.

Internal assessment 2 (IA2): Student experiment (20%) The response is a 1500–2000 word scientific report.

This assessment requires students to modify a research question or hypothesis, conduct the experiment, collect and analyse the evidence to identify trends, patterns or relationships

Internal assessment 3 (IA3): Research investigation (20%) The response is a 1500–2000 word scientific essay.

This assessment requires students to evaluate a claim. They will do this by researching, analysing and interpreting secondary evidence from scientific texts to form the basis for a justified conclusion about the claim.

Summative external assessment (EA): 3 hour examination (50%) The examination assesses the application of a range of cognitions to multiple provided items which will include questions, scenarios and problems from both Units 3 and 4.

Pathways

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

Excursions and costs

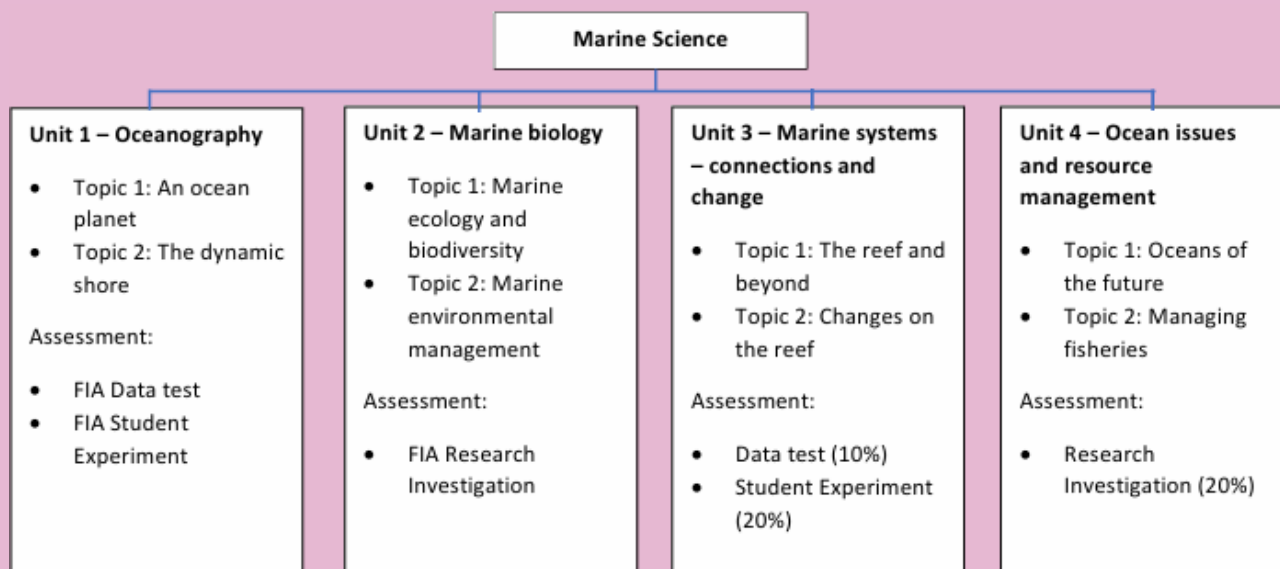
Year 12 - Fitzroy Island or Moore Reef trip at a cost of approximately \$150.00 - 200.00 (full day).

MARINE SCIENCE

General information

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources. In Unit 1, students develop their understanding of oceanography. In Unit 2, they engage with the concept of marine biology. In Unit 3, students study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked in Unit 4 with ocean issues and resource management where students apply knowledge from Unit 3 to consider the future of our oceans and techniques for managing fisheries.

Course Outline & Content



Assessment

Formative assessments — Year 11, Units 1 and 2

Summative assessments — Year 12, Units 3 and 4

Students will complete a total of *four* summative assessments — three internal and one external — that count towards their final mark in this subject. Assessment tasks as follows:

Internal assessment 1 (IA1): Data test (10%) The data test consists of a number of different types of items, which may include short items requiring sentence or short paragraph responses, calculating using algorithms, interpreting graphs, tables or diagrams and responding to unseen qualitative and quantitative data and/or stimulus based on mandatory or suggested practicals, activities or case studies from the unit being studied.

Internal assessment 2 (IA2): Student experiment (20%) The response is a 1500–2000 word scientific report.

This assessment requires students to modify a research question or hypothesis, conduct the experiment, collect and analyse the evidence to identify trends, patterns or relationships

Internal assessment 3 (IA3): Research investigation (20%) The response is a 1500–2000 word scientific essay.

This assessment requires students to evaluate a claim. They will do this by researching, analysing and interpreting secondary evidence from scientific texts to form the basis for a justified conclusion about the claim.

Summative external assessment (EA): 3 hour examination (50%) The examination assesses the application of a range of cognitions to multiple provided items which will include questions, scenarios and problems from both Units 3 and 4.

Pathways

Marine Science is a **General** subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Excursions and costs

Year 11 – Bingil Bay cost of approximately \$35.00 (full day).

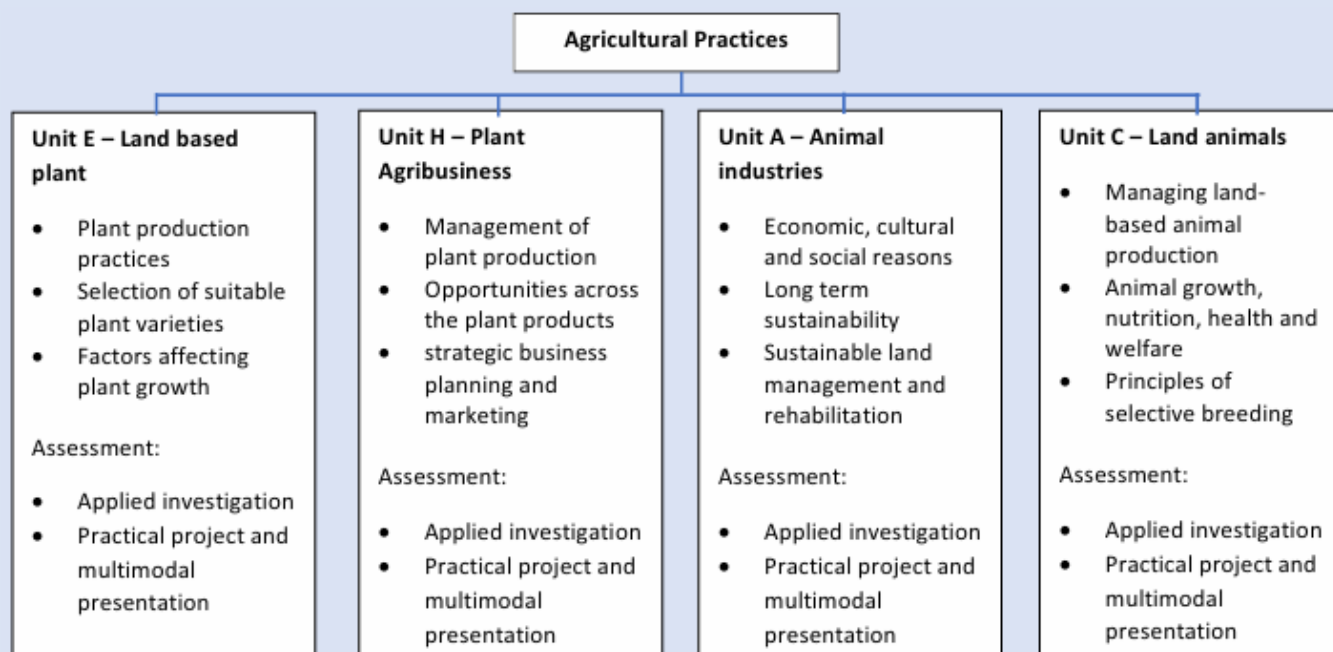
Year 12 – Fitzroy Island or Moore Reef trip at a cost of approximately \$150.00 - 200.00 (full day).

AGRICULTURAL PRACTICES

General information

Agricultural Practices provides opportunities for students to explore, experience and learn knowledge and practical skills valued in agricultural workplace settings. Through these learning experiences, students build their understanding of expectations for work in agricultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to agricultural activities.

Course Outline & Content



Assessment Techniques and Conditions

Applied investigation <ul style="list-style-type: none">Students can develop their responses in class time and their own time.This is an individual task. Length: <ul style="list-style-type: none">Written: Report up to 1000 words.	Practical project and multimodal presentation <ul style="list-style-type: none">Students can develop their responses in class time and their own time.This is an individual task. Length: <ul style="list-style-type: none">Product or Performance: up to 4 minutesMultimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages
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Pathways

Agricultural Practices is an **Applied** subject that can establish a basis for further education, training and employment in agriculture, aquaculture, food technology, environmental management and agribusiness. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as agricultural shows.

Excursions and costs

Year 11 – Farm visit - \$40.00. Subject cost varies depending on availability of excursions which could include a farm visit and DPI visit.

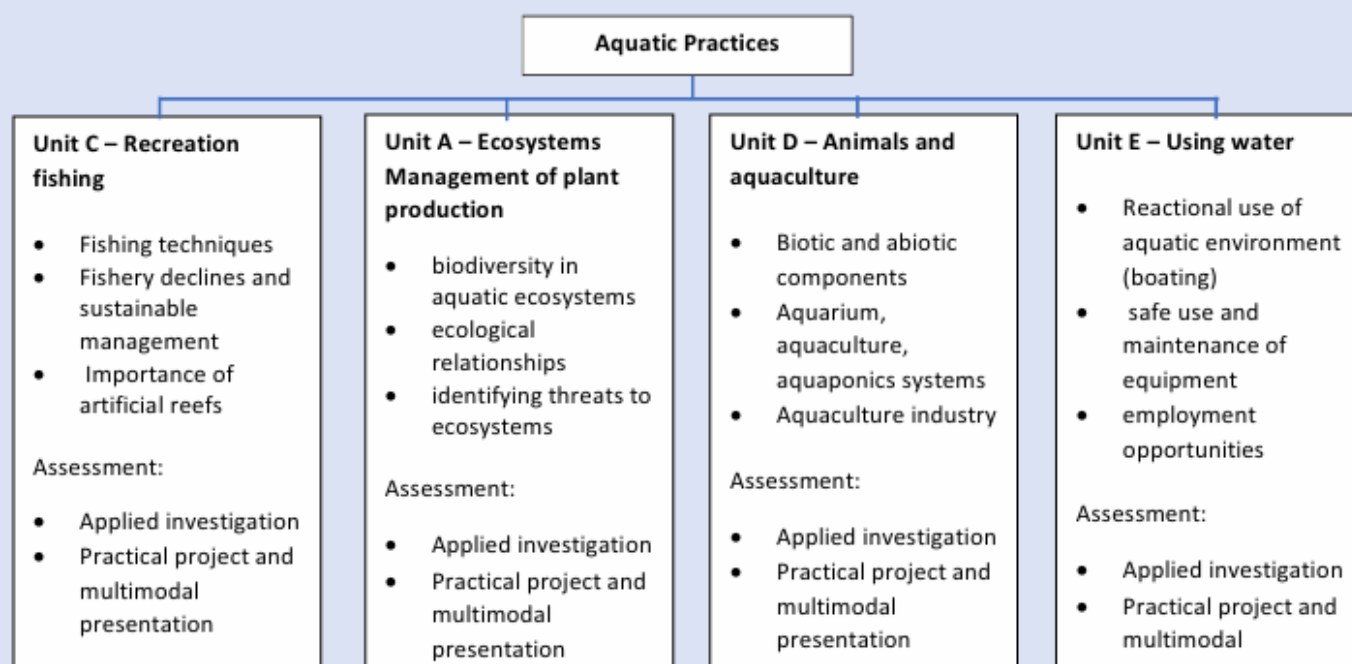
Year 12 – Farm visit - \$40.00. Subject cost varies depending on availability of excursions which could include an aquaculture visit, dairy visit, animal husbandry visits and DPI visit.

AQUATIC PRACTICES

General information

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings. The subject promotes an appreciation of the role coastal waters and inland waterways play in tourism, recreation, transport and food production, and of the legal and safety issues and codes of practice associated with waterways. Through these learning experiences, students build their understanding of the conditions and expectations for work in aquatic settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to aquatic and related fields and activities.

Course Outline & Content



Assessment Techniques and Conditions

Applied investigation

- Students can develop their responses in class time and their own time.
- This is an individual task.

Length:

- Written: Report up to 1000 words.

Practical project and multimodal presentation

- Students can develop their responses in class time and their own time.
- This is an individual task.

Length:

- Product or Performance: up to 4 minutes
- Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages

Pathways

Agricultural Practices is an **Applied** subject that can establish a basis for further education, training and employment in agriculture, aquaculture, food technology, environmental management and agribusiness. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as agricultural shows.

Excursions and costs

Year 11- Fishing lure cost of between \$15.00 – \$30.00.

Year 11 - Cairns Aquarium at an approximate cost of between \$50.00 – \$70.00.

Year 12 – Farm visit - \$40.00. Subject cost varies depending on availability of excursions which could include an aquaculture visit and DPI visit.

Year 12 – A 3 Day Boating Camp at Tinaroo including Boating licence instructor at an approximate cost of between approximately \$180.00 – \$220.00.

The Arts

DANCE

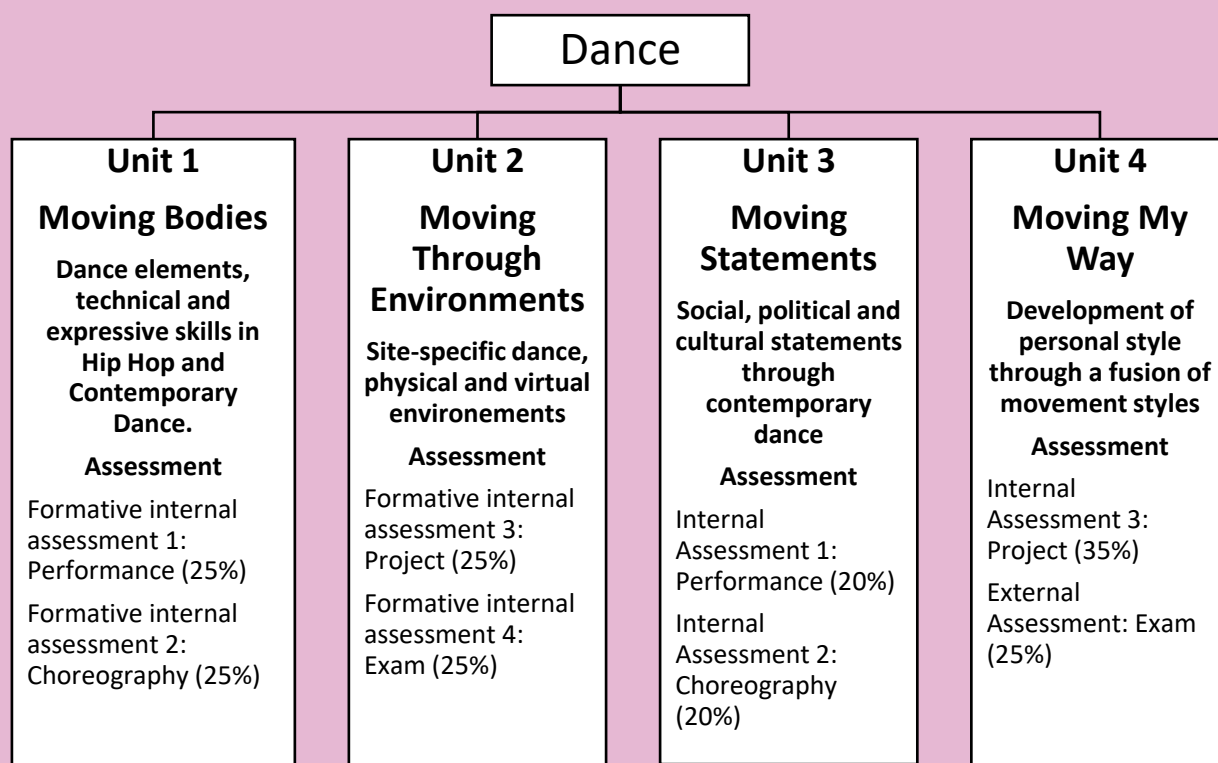
General information

Dance is a **General Subject** suited to students who are interested in pathways that lead to **tertiary study**, vocational education or work. Dance is developmental and becomes increasingly complex across the four units of study.

Those students who have succeeded in the Year 10 elective of Dance, will have the ability to succeed in this subject (Year 10 Dance is not a pre-requisite for this subject, but has been developed to prepare students for Dance in years 11 & 12). It is also recommended students have received a Sound Achievement or higher in Year 10 English to be best prepared for the written demands of this subject.

The Dance course is highly integrated with performance activities, so students must be willing to participate in a range of music performances.

Course Outline & Content



Assessment

Performance – Are approximately 3-4 minutes in length in front of an audience, either teacher or guest-teacher devised choreography

Choreography – Are 2-4 minutes long to demonstrate choreographic intent and accompanied by a 300-400 word statement of compositional intent.

Project – multimodal task requiring a choreographic component (3-4 minutes), performance component (3-4 minutes), statement of choreographic intent (300-400 words) and an evaluation of choreography (600-800 words)

Examination – Extended response – Are 2 hrs plus 20 minutes perusal and include 800-1000 words in total. Unseen question that requires students to provide sustained analysis and evaluation.

Pathways

A course of study in Dance can establish a basis for further education and employment in the fields of arts administration, communication, and creative industries including performance, education, public relations, research, science and technology. The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Dance develop transferable 21st century skills essential for many areas of employment.

Excursions and costs

Performance opportunities as part of assessment may occur outside of class time as part of larger events and students will need to complete assessment at these events. Excursions to view performances or engage in site-specific dance learning will occur during the course of study and these may incur an admission cost (approx. \$10 per show).

DRAMA

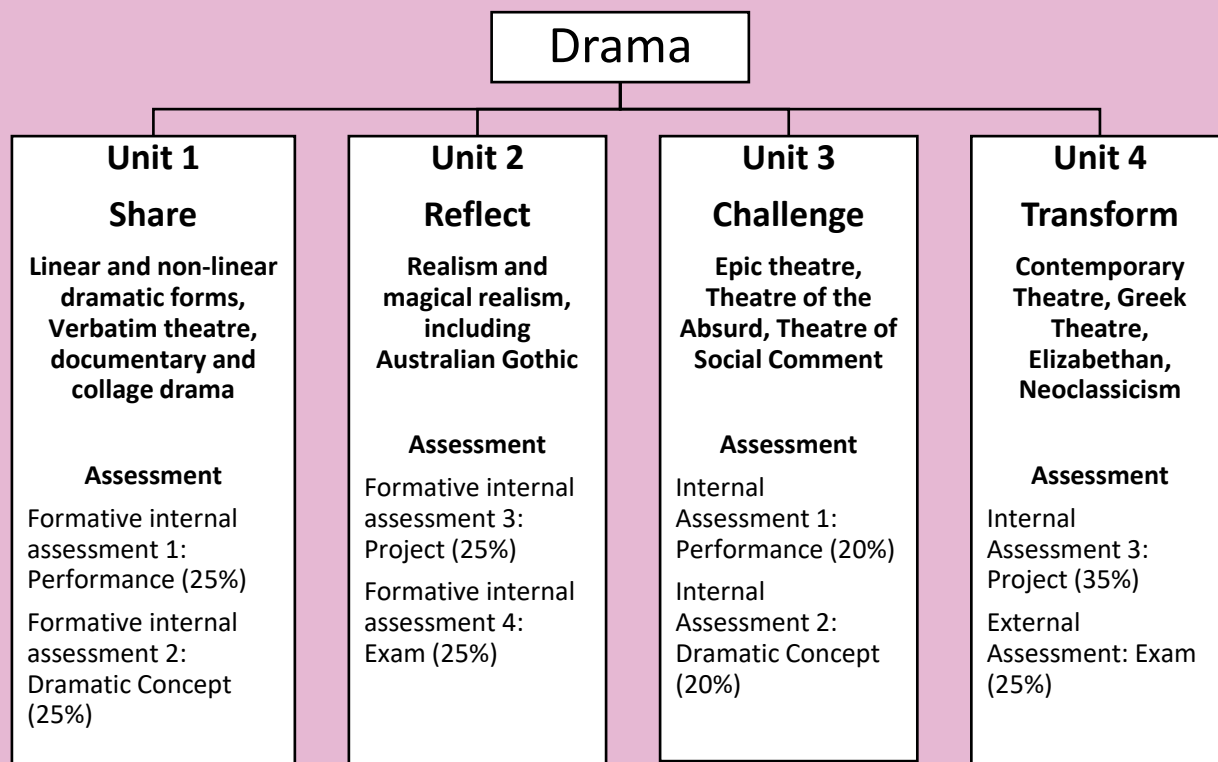
General information

Drama is a **General Subject** suited to students who are interested in pathways that lead to **tertiary study**, vocational education or work. Drama is developmental and becomes increasingly complex across the four units of study.

Those students who have succeeded in the Year 10 elective of Drama, will have the ability to succeed in this subject (Year 10 Drama is not a pre-requisite for this subject, but has been developed to prepare students for Drama in years 11 & 12). It is also recommended students have received a Sound Achievement or higher in Year 10 English to be best prepared for the written demands of this subject.

The Drama course is highly integrated with performance activities, so students must be willing to participate in a range of Drama performances.

Course Outline & Content



Assessment

Performance – Are approximately 3 to 5 minutes in length in front of an audience.

Dramatic Concept – Development of a directorial vision in response to a live performance. Requires analysis and evaluation of dramatic conventions and development of an original concept with a storyboard. Approx 800-100 words

Project – multimodal task including a directorial vision component and performance component. 5-7 minute directors pitch and 3-5 performance.

Examination – Extended response – Are 2 hrs plus 20 minutes perusal and include 800-1000 words in total. Unseen question that requires students to provide sustained analysis, evaluation and justification.

Pathways

A course of study in Drama can establish a basis for further education and employment in the fields of arts administration, communication and creative industries including performance and directing, education, public relations, research and science and technology. The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Drama develop transferable 21st century skills essential for many areas of employment.

Excursions and costs

Performance opportunities as part of assessment may occur outside of class time as part of larger events and students will need to complete assessment at these events. Excursions to view performances will occur during the course of study and these may incur an admission cost (approx. \$10 per show).

MUSIC

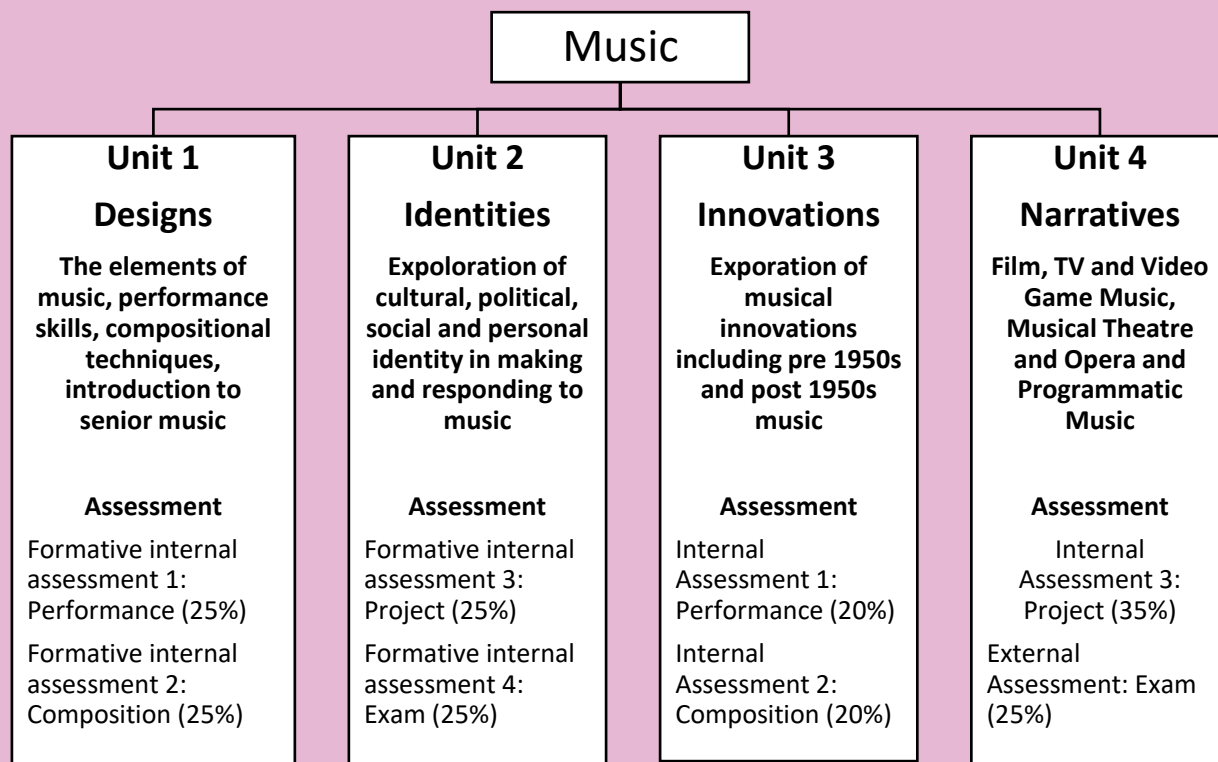
General information

Music is a **General Subject** suited to students who are interested in pathways that lead to **tertiary study**, vocational education or work. Music is developmental and becomes increasingly complex across the four units of study.

Those students who have succeeded in the Year 10 elective of Music, will have the ability to succeed in this subject (Year 10 Music is not a pre-requisite for this subject, but has been developed to prepare students for Music in years 11 & 12). It is also recommended students have received a Sound Achievement or higher in Year 10 English to be best prepared for the written demands of this subject.

The Music course is highly integrated with performance activities, so students must be willing to participate in a range of music performances.

Course Outline & Content



Assessment

Performance – Are approximately 2-3 minutes in length in front of an audience. Accompanying the performance will be a 200 word performance statement.

Composition – Minimum one minute composition to demonstrate compositional techniques and accompanied by a 200-400 word statement of compositional intent.

Project – multimodal task requiring a musicological component that informs the development of a performance or a composition. Submitted electronically as a coherent work of two integrated components.

Examination – Extended response – Are 2 hrs plus 20 minutes perusal and include 800-1000 words in total. Unseen question that requires students to provide sustained analysis and evaluation.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries including performance, public relations and science and technology. The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Music develop transferable 21st century skills essential for many areas of employment.

Excursions and costs

Performance opportunities as part of assessment may occur outside of class time as part of larger events and students will need to complete assessment at these events. Excursions to view performances will occur during the course of study and these may incur an admission cost (approx. \$10 per show).

VISUAL ART

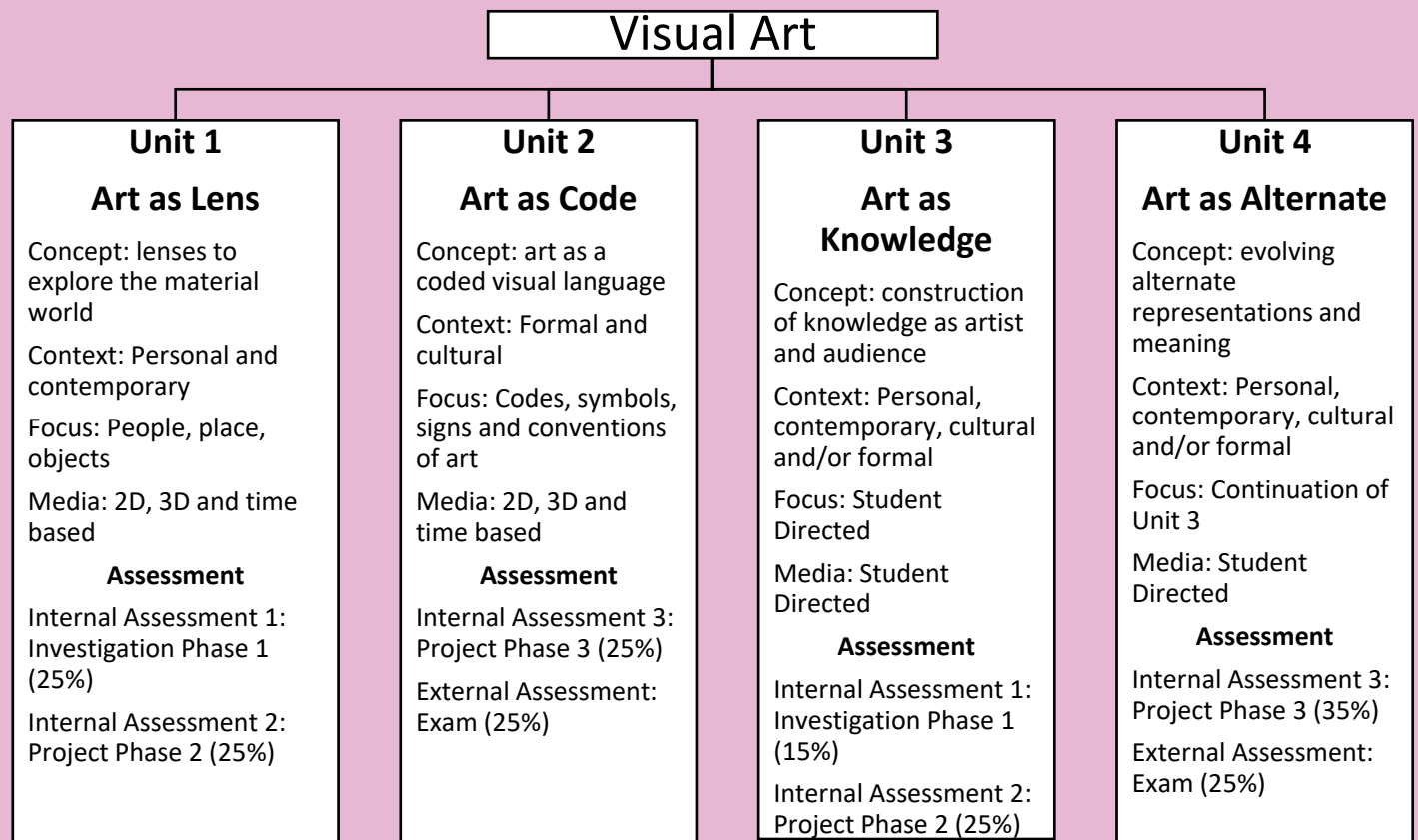
General information

Visual Art is a **General Subject** suited to students who are interested in pathways that lead to **tertiary study**, vocational education or work. Visual Art is developmental and becomes increasingly complex across the four units of study.

Those students who have succeeded in the Year 10 elective of Visual Art, will have the ability to succeed in this subject (Year 10 Visual Art is not a pre-requisite for this subject, but has been developed to prepare students for Visual Art in years 11 & 12). It is also recommended students have received a Sound Achievement or higher in Year 10 English to be best prepared for the written demands of this subject.

The Visual Art course is highly integrated with practical activities, so students must be willing to participate in a range of Visual Art experiences.

Course Outline & Content



Assessment

Investigation – A written report of 1000-1500 words or a multimodal presentation 7-9 minutes, developing body of work focus, researching key artists, creating experimental works with evaluation and justification

Project – Development of a body of work with one resolved work, or group of works and artist statement accompanying. Supporting documentation to communicate inquiry process also needs to be included.

Examination – Extended response – Are 2 hrs plus 10 minutes perusal and include 800-1000 words in total. Unseen question that requires students to provide sustained analysis, evaluation and justification.

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of advertising, arts administration, communication, creative industries, design, education, galleries and museum, film and TV, public relations and science and technology. The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Visual Art develop transferable 21st century skills essential for many areas of employment.

Excursions and costs

Visual Art is an immersive experience and excursions are a vital part of learning in visual art, forming the basis of student research each year. Students may have to pay for gallery tours, approximately \$10 for admission costs. Workshops with professional artists may occur and will be included as a part of the SRS fee (approx. \$35).

DANCE IN PRACTICE

Information

Dance in Practice is an **Applied Subject** suited to students who are interested in pathways that lead to vocational education or work. Dance in Practice gives students opportunities to engage with Dance and Dance productions, and, where possible, interact with practising artists.

Those students who have an interest in Dance will have the ability to succeed in this subject (Year 10 Dance is not a pre-requisite for this subject, but previous experience in Dance will greatly assist).

The Dance in Practice course is highly integrated with performance activities, so students must be willing to participate in a range of Dance performances both at school and in public.

Course Outline & Content

Dance in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study. Students will complete 2 assessment tasks per unit.

Unit option	Unit title
Unit option A	Celebration
Unit option B	Industry
Unit option C	Health
Unit option D	Technology

Note: this program is offered as a composite program, so Year 11 and 12 will be in alternative order each year.

Assessment

Technique	Description
Choreography	Students choreograph a dance for an identified group by adapting the choreography from the performance project to be suitable for a new group.
Choreographic project	Students plan, choreograph and evaluate a dance, dance work or dance video for a focus for the unit.
Performance	Students perform a dance work/s or video to showcase skills connected to the choreographic project.
Performance project	Students perform a teacher- or guest-devised dance. They plan and evaluate an adaptation of the teacher or guest choreography.

Pathways

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

Excursions and costs

Performance opportunities as part of assessment may occur outside of class time as part of larger events and students will need to complete assessment at these events. Excursions to view performances will occur during the course of study and these may incur an admission cost (approx. \$10 per show).

DRAMA IN PRACTICE

Information

Drama in Practice is an **Applied Subject** suited to students who are interested in pathways that lead to vocational education or work. Drama in Practice gives students opportunities to engage with Drama and Drama productions, and, where possible, interact with practising artists.

Those students who have an interest in Drama will have the ability to succeed in this subject (Year 10 Drama is not a pre-requisite for this subject, but previous experience in Drama will greatly assist).

The Drama in Practice course is highly integrated with performance activities, so students must be willing to participate in a range of Drama performances both at school and in public.

Course Outline & Content

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

Unit option	Unit title
Unit option A	Collaboration
Unit option B	Community
Unit option C	Contemporary
Unit option D	Commentary

Note: this program is offered as a composite program, so Year 11 and 12 will be in alternative order each year.

Assessment

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

Technique	Description
Devising project	Students plan, devise and evaluate a scene for a focus of the unit.
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script for the focus of the unit.
Performance	Students perform the excerpt of the published script, a devised scene, or collage drama for the focus of the unit.

Pathways

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

Excursions and costs

Performance opportunities as part of assessment may occur outside of class time as part of larger events and students will need to complete assessment at these events. Excursions to view performances will occur during the course of study and these may incur an admission cost (approx. \$10 per show).

FASHION

Information

Fashion is an **Applied Subject** suited to students who are interested in pathways that lead to tertiary and vocational education or employment within the growing Fashion industry. The processes and practices of Fashion, such as self-directed learning and creative problem solving, develop transferable 21st century skills that are highly valued in many areas of employment for today's changing world. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. Fashion gives students opportunities to engage in a design process to plan, generate and produce fashion items. Students investigate textiles and materials and their characteristics and how these qualities impact on their end use. Those students who have an interest in Fashion will have the ability to succeed in this subject. The Fashion course is highly integrated with practical activities, so students must be willing to participate in a range of experiences, including sewing.

Course Content

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

Unit option	Unit title
Unit option A	Fashion designers
Unit option B	Historical fashion influences
Unit option C	Slow fashion
Unit option D	Collections
Unit option E	Industry trends
Unit option F	Adornment

Assessment

Assessment

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

Technique	Description	Response requirements
Project	Students design and produce fashion garment/s, drawings, collections or items.	Fashion product Product: fashion garment/s
Project	Students create/design and/or produce an outfit, garments, campaigns or extension lines.	Awareness campaign promoting sustainable fashion practices Product: awareness campaign that uses technology, e.g. a fashion shoot, promotional or instructional video or blog

Pathways

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

Excursions and costs

There is an SRS fee of \$50 to study Fashion.

MEDIA ARTS IN PRACTICE

Information

Media Arts in Practice is an **Applied Subject** suited to students who are interested in pathways that lead to tertiary and vocational education or employment within the growing Media industry. The media arts comprise a range of art forms that have in common their composition and transmission through film, television, radio, print, gaming and web-based media. The processes and practices of Media Arts, such as self-directed learning and creative problem solving, develop transferable 21st century skills that are highly valued in many areas of employment for today's changing world. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. Media Arts in Practice gives students opportunities to create and share media artworks that convey meaning and express insight.

Course Content

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

Unit option	Unit title
Unit option A	Personal viewpoints
Unit option B	Representations
Unit option C	Community
Unit option D	Persuasion

Assessment Types

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

Technique	Description
Project	Students make and evaluate a design product and plan a media artwork that is the focus of the unit.
Media artwork	Students implement the design product from the project to make a media artwork that is the focus of the unit.

Pathways

A course of study in Media Arts can establish a basis for further education and employment in the fields of advertising and marketing, publishing, web design, television and filmmaking, animation and gaming, photography, curating, 3D and mobile application design, concept art and digital illustration.

Excursions and costs

Fashion is an immersive experience and excursions are a vital part of learning in Media Arts, forming the basis of student research each year. There is an SRS fee of \$20 to study Media Arts.

MUSIC IN PRACTICE

Information

Music in Practice is an **Applied Subject** suited to students who are interested in pathways that lead to vocational education or work. Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists.

Those students who have an interest in Music will have the ability to succeed in this subject (Year 10 Music is not a pre-requisite for this subject, but previous experience in music will greatly assist).

The Music in Practice course is highly integrated with performance activities, so students must be willing to participate in a range of music performances both at school and in public.

Course Outline & Content

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

Unit option	Unit title
Unit option A	Music of today
Unit option B	The cutting edge
Unit option C	Building your brand
Unit option D	'Live' on stage!

Note: this program is offered as a composite program, so Year 11 and 12 will be in alternative order each year.

Assessment

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

Technique	Description
Composition	Students use music technology and production techniques to make a composition relevant to the unit focus.
Performance	Students perform music that is relevant to the unit focus.
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.

Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

Excursions and costs

Performance opportunities as part of assessment may occur outside of class time as part of larger events and students will need to complete assessment at these events. Excursions to view performances will occur during the course of study and these may incur an admission cost (approx. \$10 per show).

VISUAL ART IN PRACTICE

Information

Visual Art in Practice is an **Applied Subject** suited to students who are interested in pathways that lead to tertiary and vocational education or employment within the growing Creative Industries sector. The processes and practices of Visual Art, such as self-directed learning and creative problem solving, develop transferable 21st century skills that are highly valued in many areas of employment for today's changing world. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. Visual Art in Practice gives students opportunities to engage with art and art productions, and, where possible, interact with practising artists and people working within the creative industries.

Those students who have an interest in Visual Art will have the ability to succeed in this subject (Year 10 Visual Art is not a pre-requisite for this subject, but previous experience in art will greatly assist).

The Visual Art in Practice course is highly integrated with practical activities, so students must be willing to participate in a range of Visual Art experiences.

Course Outline & Content

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

Unit option	Unit title
Unit option A	Looking inwards (self)
Unit option B	Looking outwards (others)
Unit option C	Clients
Unit option D	Transform & extend

Note: this program is offered as a composite program, so Year 11 and 12 will be in alternative order each year.

Assessment

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

Technique	Description
Project	Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.
Resolved artwork	Students make a resolved artwork that communicates and/or addresses the focus of the unit.

Pathways

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

Excursions and costs

Visual Art is an immersive experience and excursions are a vital part of learning in visual art, forming the basis of student research each year. Students may have to pay for gallery tours, approximately \$10 for admission costs. There is an SRS fee of \$45 to study this subject

VET Courses

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational education and training (VET) provides pathways for students seeking further education and training, and employment-specific skills.

Students can access VET programs through the college as a Registered Training Organisation (RTO), an external provider who is an RTO e.g. TAFE, or through a school-based apprenticeship or traineeship. School-based apprenticeships and traineeships allow students to undertake paid work with an employer and train towards completing a recognised qualification under a contract of training which completing senior schooling.

In the event that the school RTO is unable to complete delivery of training, the school RTO will, if possible, arrange for agreed training and assessment to be completed through another RTO (fees may be incurred). Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and an agreement to those arrangements, including any refund of fees, will be obtained.

VETiS FUNDING

The Department of Education and Training's VET investment budget funds VETiS qualifications at certificate I and II levels that have been identified in consultation with industry, and are based on national skills shortages, Queensland Government priorities and other evidence relating to effective training pathways that support employment.

The VET investment budget provides funding for students to complete one VETiS qualification listed on the Queensland Training Subsidies List while at school.

Students are able to undertake any qualification while at school, however students wishing to access the VET investment budget for certificate III qualifications should do so as a SAT.

VETiS funded by the VET investment budget must be fee-free for students. The government determines the level of subsidy available as a public contribution to the cost of the training and provides the maximum subsidy for VETiS students in most circumstances. It is intended that the level of subsidy for each VETiS qualification should cover the costs associated with participating in the training.

Eligibility for VETiS funding will be discussed prior to a student being enrolled in a VET course.

VET Courses:

- are recorded on the Senior Statement
- can provide credit towards the Queensland Certificate of Education (QCE)

The following pages outline VET courses offered at Innisfail State College in 2026.

ISC SCOPE OF REGISTRATION

RTO 30307

Qualification Title	Qualification Code	Release Date	QCE points
Certificate II in Skills for Work and Vocational Pathways	FSK20119	Release 1 – 14/11/2019	4

Entry Requirements/Pre-requisites: Nil

Estimated duration of Course: 2 years

Learning and Assessment:

A range of teaching and learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities
- Group work
- Real life application

TOPICS OF STUDY:

TERM 1	TERM 2	TERM 3	TERM 4
Work related learning FSKLRG011 Use routine strategies for work-related learning	Career planning FSKLRG010 Use routine strategies for career planning	ICT FSKWTG008 Complete routine workplace formatted texts FSKDIG002 Use digital technology for routine and simple workplace task FSKRDG010 Read and respond to routine workplace information TLIK2003 Apply keyboard skills	Workplace Safety FSKWTG008 Complete routine workplace formatted texts FSKNUM015 Estimate, measure and calculate with routine metric measurements for work FSKRDG010 Read and respond to routine workplace information FSKRDG002 Read and respond to short and simple workplace signs and symbols FSKOCM005 Use oral communication skills for effective workplace presentations TLIF0025 Follow work health and safety procedures
TERM 5	TERM 6	TERM 7 & 8	
Delivery and Dispatch FSKRDG008 Read and respond to information in routine visual and graphic texts FSKNUM015 Estimate, measure and calculate with routine metric measurements for work FSKNUM017 Use familiar routine maps and plans for work FSKRDG002 Read and respond to short and simple workplace signs and symbols	Purchasing and Acquisitions FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work FSKNUM015 Estimate, measure and calculate with routine metric measurements for work FSKWTG008 Complete routine workplace formatted texts	Accounts and Payroll FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work FSKRDG008 Read and respond to information in routine visual and graphic texts FSKRDG010 Read and respond to routine workplace information TLIP2032 Maintain petty cash account TLIK2003 Apply keyboard skills FSKDIG002 Use digital technology for routine and simple workplace task	

Fee Information: Nil

Disclaimer Statement:

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Innisfail State College does not guarantee that:

A student will successfully complete the qualification or units of competency

A student will obtain a particular employment outcome

A qualification or unit of competency can be completed in a manner that does not meet the Standards (clauses 1.1 and 1.2)

RTO Contact Details:

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45 Flying Fish Point Road

INNISFAIL QLD 4860

Phone 4078 0222

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

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RTO 30307

Qualification Title	Qualification Code	Release Date	QCE points
Certificate II in Cookery	SIT20421	1	4

General Information: This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Possible job titles include: Breakfast cook, Catering assistant, Fast food cook, Sandwich hand and Takeaway cook

Entry Requirements/Pre-requisites: Nil

Estimated duration of Course: 2 years

Learning and Assessment:

A range of teaching and learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities
- Group work
- Real life application

TOPICS OF STUDY:

TERM 1	TERM 2	TERM 3	TERM 4
Using hygienic practices for food service SITXFSA005	Prepare and present a range of simple dishes SITHCCC024	Participating in safe work practices SITXWHS005	Clean kitchen premises SITHKOP009
Using food preparation equipment SITHCCC023	Prepare dishes using basic methods of cookery SITHCCC027	Prepare vegetable, fruit, eggs and farinaceous dishes SITHCCC03	Prepare packaged foodstuffs SITHCCC026
TERM 5	TERM 6	TERM 7	TERM 8
Prepare and present sandwiches SITHCCC025	Work effectively in a commercial kitchen SITHCCC034	Interact with customers SITXCCS011	Consolidation of learning
Receive, store and maintain stock SITXINV006		Show social and cultural sensitivity SITXCOM007	

Fee Information: \$150 per year for ingredients for food either consumed at school by the student or taken home. This fee also covers packaging and other kitchen consumables.

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RTO30307

Qualification Title	Qualification Code	Release Date	QCE points
Certificate II in Furniture Making Pathways	MSF20522	Release 1 - 08/12/2022	4

General Information:

This certificate delivers broad skills and knowledge in furniture making tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in a furniture manufacturing environment or related workplace.

Entry Requirements/Pre-requisites:

There are no entry requirements for this qualification.

Estimated Duration of Course: 2 years

Learning and Assessment:

A range of teaching and learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Group work
- Simulated workplace environment
- Folio of work – knowledge evidence

TOPICS OF STUDY:

SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
MSMPCI103 Demonstrate care and apply safe practices at work.	MSFFM2019 Assemble furnishing products.	MSFFM2013 Use furniture making sector hand and power tools.	MSMENV272 Participate in environmentally sustainable work practices.
MSFFP2020 Undertake a basic furniture making project.	MSFFP2011 Use timber furnishing construction techniques.	MSFFP2014 Use basic furnishing techniques on timber surfaces.	MSFFP2017 Develop a career plan for the furnishing industry.
MSMSUP106 Work in a team.	MSFFP2012 Join furnishing materials.	MSFGN2004 Produce simple scale drawings by hand.	
	MSFGN2001 Make Measurements and calculations.		

Fee Information: \$200.00 per year

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RTO 30307

Qualification Title	Qualification Code	Release Date	QCE points
Certificate II in Engineering Pathways	MEM20422	Release 6 - 18/12/2022	4

General Information:

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. Typically 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.

Entry Requirements/Pre-requisites:

There are no entry requirements for this qualification.

Estimated duration of Course: 2 years

Learning and Assessment:

A range of teaching and learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Group work
- Simulated workplace environment
- Folio of work - knowledge evidence

TOPICS OF STUDY:

SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
MEM13015 Work safely and effectively in manufacturing and engineering	MEM11011 Undertake manual handling	MEM18001 Use hand tools	MEMPE005 Develop a career plan for the engineering and manufacturing industries
MEM16006 - Organise and communicate information	MEMPE006 Undertake a basic engineering project	MEM18002 Use power tools/hand held operations	MEMPE004 Use fabrication equipment
MSMENV272 Participate in environmentally sustainable work practices	MSMSUP106 Work in a team	MEMPE002 Use electric welding machines	
MEMPE001 Use engineering workshop machines			

Fee Information: \$150.00 per year

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Certificate II in Workplace Skills

Qualification Title	Qualification Code	Release Date	QCE points
Certificate II in Workplace Skills	BSB20120	Release 2 – 12/02/2021	4

General Information:

This qualification reflects the role of individuals in a variety of entry level Business Services job roles. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally, work under direct supervision.

Entry Requirements/Pre-requisites:

There are no entry requirements for this qualification.

Estimated duration of Course: 2 years

Learning and Assessment:

A range of teaching and learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Group work
- Simulated workplace environment
- Folio of work - knowledge evidence
- Questioning – verbal and written
- Demonstration and observations

TOPICS OF STUDY:

SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
<u>Personal Wellbeing</u> BSBPEF201 Support personal wellbeing in the workplace BSBCMM211 Apply communication skills <u>Health & Safety</u> BSBWHS211 Contribute to the health and safety of self and others BSBTEC201 Use business software applications BSBOPS201 Work effectively in business environments BSBPEF202 Plan and apply time management BSBTWK201 Work effectively with others BSBTEC303 Create Electronic Presentations	<u>Health & Safety (Continued)</u> BSBWHS211 Contribute to the health and safety of self and others BSBTEC201 Use business software applications BSBOPS201 Work effectively in business environments BSBPEF202 Plan and apply time management BSBTWK201 Work effectively with others BSBTEC303 Create Electronic Presentations <u>Marketing The Business</u> BSBTEC201 Use business software applications BSBTEC303 Create Electronic Presentations BSBOPS201 Work effectively in business environments BSBPEF202 Plan and apply time management BSBCMM211 Apply communication skills	<u>Sustainable Business Practices</u> BSBSUS211 Participate in sustainable work practices BSBTWK201 Work effectively with others BSBCMM211 Apply communication skills <u>Financial Transactions & Reports</u> FNSACC321 Process financial transactions and extract interim reports	<u>Financial Transactions & Reports (Continued)</u> FNSACC321 Process financial transactions and extract interim reports

Fee Information: Nil

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EXTERNAL RTOs

Delivered in Partnership with Connect'n'Grow RTO number: 40518
HLT33115 Certificate III in Health Services Assistance
(including HLT23221 Certificate II in Health Support Services)

Qualification Description

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

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

Entry Requirements

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

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

Duration and Location

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

Delivery Modes

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

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

Fees

The total Fee For Service cost of these courses (Cert II and Cert III) is \$599 for each certificate.

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

QCE Credits

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

Assessment

Assessment is competency-based. Assessment techniques include:

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

Work Experience

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability. Connect'n'Grow considers industry experience to be a very important inclusion of the Certificate III qualifications.

Pathways

Potential options may include:

- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (B>Nursing)
- Entry level employment within the health industry.

COURSE UNITS YEAR 1 (Certificate II Units)		COURSE UNITS YEAR 2 (Certificate III Units) *units Credit Transferred from Cert II into Cert III	
Unit Code	Title	Unit Code	Title
CHCCOM005	Communicate and work in health or community services *	HLTAAP001	Recognise healthy body systems
HLTWHS001	Participate in workplace health and safety *	BSBMED301	Interpret and apply medical terminology
CHCDIV001	Work with diverse people *	BSBWOR301 * BSBPEF301	Organise personal work priorities and development Organise personal work priorities
HLTINF006	Apply basic principles and practices of infection prevention and control *	HLTAID011	Provide first aid
CHCCCS010	Maintain a high standard of Service *	HLTAID009	Provide cardiopulmonary resuscitation
HLTHSS011	Maintain stock inventory	HLTAID010	Provide basic emergency life support
BSBPEF202	Plan and apply time management	CHCINM002	Meet community information needs
BSBINS201	Process and maintain workplace information	CHCCCS009	Facilitate responsible behaviour
HLTHSS009	Perform general cleaning tasks in a clinical setting	CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
HLTWHS005	Conduct manual tasks safely		
BSBOPS203	Deliver a service to customers		
CHCPRP005	Engage with health professionals and the health system *		

Obligation

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

For further information, please contact HPE Head of Department, Mel Urquhart, urqu11@eq.edu.au

2026 EDITION

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

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

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

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

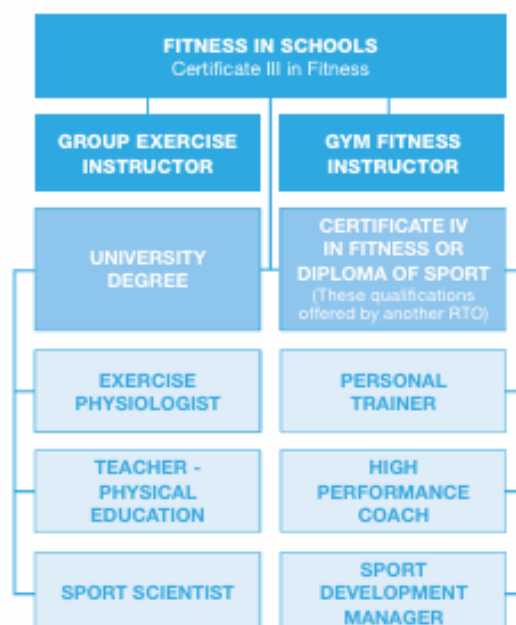
Students facilitate programs within their school community including:

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

WHAT DO STUDENTS ACHIEVE?

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

CAREER PATHWAYS



SKILLS ACQUIRED

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

FLEXIBLE PROGRAMS

PRACTICAL-BASED LEARNING

RESOURCES PROVIDED



Binnacle
Training
RTO CODE 31319



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

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

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:

2-Year Format

Timetable Requirements:

1-Timetabled Line

Units of Competency:

Standalone Qualification - 15 Units
Dual Qualification - Additional 4 Units*

Suitable Year Level(s):

Year 11 and 12

Study Mode:

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

Cost (Fee-For-Service):

\$495.00 per person (Cert III entry qualification =
\$395.00 + Cert III Gap Fee = \$100.00)
(+ First Aid \$75.00)

QCE Outcome:

Maximum 8 QCE Credits

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

TERM 1	TOPICS
	<ul style="list-style-type: none"> Introduction to the Sport, Fitness and Recreation (SFR) Industry Introduction to Coaching Programs, Laws and Legislation
TERM 2	PROGRAMS
	<ul style="list-style-type: none"> Assist with Delivering Coaching Sessions (Supervisor Delivery) Plan and Deliver Coaching Sessions (Student Delivery)
TERM 3	TOPICS
	<ul style="list-style-type: none"> Introduction to Community Programs Introduction to Conditioning Programs
TERM 4	PROGRAMS
	<ul style="list-style-type: none"> Community SFR Program (Student Delivery) Participate in Conditioning Sessions (Supervisor Delivery)
TERM 5	TOPICS
	<ul style="list-style-type: none"> Working in the SFR Industry - WHS and Provide Quality Service Introduction to Anatomy and Physiology - The Cardiovascular System
TERM 6	PROGRAMS
	<ul style="list-style-type: none"> Plan and Deliver Group Conditioning Sessions Plan and Deliver a One-on-one Cardio Program
TERM 7	TOPICS
	<ul style="list-style-type: none"> Introduction to Anatomy and Physiology - The Musculoskeletal System First Aid Course: HLTAID011 Provide First Aid
TERM 8	PROGRAMS
	<ul style="list-style-type: none"> Recreational Group Exercise Program
QUALIFICATION SCHEDULED FOR FINALISATION	
SIS20122 CERTIFICATE II IN SPORT AND RECREATION	
TERM 9	TOPICS
	<ul style="list-style-type: none"> Anatomy and Physiology - Body Systems and Exercise Health and Nutrition Consultations
TERM 10	PROGRAMS
	<ul style="list-style-type: none"> One-on-One Gym Program (Adolescent Client) Plan and Conduct Sessions (Scenario Clients)
TERM 11	TOPICS
	<ul style="list-style-type: none"> Screening and Health Assessments Specific Population Clients (Including Older Adults)
TERM 12	PROGRAMS
	<ul style="list-style-type: none"> Fitness Orientation Program: Client Orientation Group Training Program: Plan and Conduct a Group Session
TERM 13	TOPICS
	<ul style="list-style-type: none"> N/A (Practical Term)
TERM 14	PROGRAMS
	<ul style="list-style-type: none"> Group Exercise and Gym-based One-on-One and Group Sessions: Female and Male Adults aged 18+; and Older adults aged 55+

UNITS OF COMPETENCY

HLTWHS001	Participate in workplace health and safety	BSBPPEF301	Organise personal work priorities
SISXIND011	Maintain sport, fitness and recreation industry knowledge	BSBOPS304	Deliver and monitor a service to customers
BSBSUS211	Participate in sustainable work practices	SISFFIT035	Plan group exercise sessions
BSBPPEF202	Plan and apply time management*	SISFFIT036	Instruct group exercise sessions
SISSPAR009	Participate in conditioning for sport*	SISFFIT032	Complete pre-exercise screening and service orientation
SISXCCS004	Provide quality service	SISFFIT033	Complete client fitness assessments
SISXEMR003	Respond to emergency situations	SISFFIT052	Provide healthy eating information
HLTAID011	Provide First Aid	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISOFLD001	Assist in conducting recreation sessions*	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISXFAC006	Maintain activity equipment*	* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)	

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