

# CURRICULUM GUIDE GRADUATE PHASE 2026



*Faith*  
LUTHERAN COLLEGE  
PLAINLAND

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# Message from the Director of Teaching and Learning

Dear Students and Families,

Welcome to Faith Lutheran College, a dynamic and forward-thinking school that is redefining the possibilities of education. As Director of Teaching and Learning, it is my honour to share with you our unique approach to teaching and learning, one that is grounded in our values and underpinned by our vision and mission.

At Faith Lutheran College, we believe that education is not simply about acquiring knowledge and skills; it is about awakening potential and empowering learners for purposeful lives through Christ. This philosophy informs everything we do, from our emphasis on design thinking and project-based learning to our commitment to challenging the traditional industrial model of education.

Our values of People, Innovation, Spirit-Led, Simplicity, Quality, Sustainability, and Authenticity, serve as a compass for our actions and decisions. We believe in

the importance of valuing and supporting individuals, promoting innovation and critical thinking. Being guided by faith and prayer, we aim to reduce complexity, strive for excellence, sustainability and operate with truth, integrity, and accountability.

Our curriculum is designed to foster a love of learning and a desire to explore the world around us. We believe that education is a lifelong journey, one that requires curiosity, creativity, and collaboration. Our goal is to inspire learners to discover their gifts, to provide them with the tools they need to succeed, and to equip them to boldly and confidently shape our world.

I invite you to join us on this exciting journey, to become part of our vibrant and authentic community, and to experience the transformative power of education at Faith Lutheran College.

**Jen Gibb**  
Director of Teaching and Learning



# General Subjects and Applied Subjects

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## What does this mean for students in Senior Subjects?

### General

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that primarily lead to tertiary studies. They are largely theoretical and often involve abstract thinking. Results in General subjects contribute to the award of a QCE and may contribute to the calculation of an ATAR.

### Applied

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. In addition to providing core skills for work and numeracy and literacy skills, these syllabuses are underpinned by:

- **Applied learning** – the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- **Community connections** – the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom

Results in Applied subjects contribute to the award of a QCE and one may contribute to the calculation of an ATAR.

## Study Lines

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Study Lines are potentially available to students for the purpose of maintaining balance in their studies. Students must meet at least one of the following criteria to be granted a study line:

1. Completing a school-based apprenticeship or traineeship
2. Studying at least two semesters worth of course work at university or an equivalent institute
3. Undertaking complementary studies which are recognised by the Queensland Curriculum and Assessment Authority (QCAA) and contribute to a student attaining their Queensland Certificate of Education (QCE)
4. Approved studies through the Brisbane School of Distance Education (e.g. language studies which are not provided at Faith)
5. Documented medical and or learning conditions which preclude engagement of a full load

## Flexible Delivery

Students may be able to access a range of other subjects that are not listed in this guide. These subjects are offered remotely via Lutheran Education Queensland Flexible Delivery or the Brisbane School of Distance Education. It is important to note that it takes an extremely dedicated, self-motivated student who is able to advocate for themselves to be able to undertake this mode of online learning.

An advisory line is included in the student's timetable to accommodate a flexible delivery subject.

You are able to browse the full range of subjects at [www.qcaa.qld.edu.au/senior/senior-subjects](http://www.qcaa.qld.edu.au/senior/senior-subjects) and submit an expression of interest at your SET Plan meeting. Please note we are unable to confirm these requests until November.

***\*The decision to run a particular subject at the College is dependent on minimum numbers for operational purposes. The College may also choose to offer a subject face-to-face or remotely through LEQ Flexible Delivery or Brisbane School of Distance Education. The modality will always be communicated to students and families before they decide on a subject choice.***

***\*\*Please note that courses will only be offered if minimum enrolment numbers are reached and the appropriate physical and human resources to deliver the course under AQTF guidelines are met.***

The broad purpose of a Study Line is to support students who meet any of the criteria above. In all instances, the ability of a student to attain a QCE is considered as part of an application for a study line, and in some circumstances students on study lines may be required to complete alternate studies to ensure attainment of a QCE.

***\*\* For Year 11 students, a Study Line may be applied for in Semester 2. Our preference is for all students to maintain six subjects and Religion and Ethics for their Senior studies journey.***

# Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank

The Queensland Certificate of Education (QCE) is Queensland's Senior School Qualification. It is awarded to eligible students (usually at the end of Year 12) by the QLD Curriculum and Assessment Authority.

ATAR allows you to apply for entry into a university at the end of Year 12 if you meet the requirements.

Queensland Certificate of Education
<p><b>Requirements:</b></p> <ul style="list-style-type: none"> <li>• Completion of Academic Integrity course on QCAA student portal.</li> <li>• 20 points required.</li> <li>• Literacy and Numeracy requirements.</li> <li>• Minimum of 12 points from Core Learning – Subjects/Courses that have been completed in full.</li> </ul>

Australian Tertiary Admission Rank
<p><b>Requirements:</b></p> <ul style="list-style-type: none"> <li>• 5 General Subjects <b>OR</b></li> <li>• 4 General subjects and 1 Applied Subject <b>OR</b></li> <li>• 4 General subjects and a Cert III or higher VET qualification.</li> </ul> <p><i>To be eligible for an ATAR, students must successfully complete an English subject.</i></p>

## QCE Points requirements:

- General subjects (4 semesters = 4 points)
- Applied subjects (4 semesters = 4 points)
- VET subjects (you gain points at 25%, 50%, 75% and 100% completion):
- Certificate II (4 points)
- Certificate III (7-8 points)
- Diploma subjects (8 points)

## Literacy requirements:

- Pass at least one semester of Graduate Phase General English or Essential English

or

- Successfully complete the Literacy Short Course.

## Numeracy requirements:

- Pass at least one semester of Graduate Phase General Mathematics or Mathematical Methods

or

- Successfully complete the Numeracy Short Course.

## 2025 Recommended Academic Achievements (Year 11)

Year 11 Subject	Recommended Level of Achievement
General English	B or higher in English 2A and 2B
Literature	B+ or higher in English 2A and 2B
General Mathematics	B or higher in Maths 2A and 2B
Mathematical Methods	B+ or higher in Maths 2A and 2B
Specialist Mathematics	B+ or higher in Maths 2A and 2B
Biology and Ag Science	B- or higher in Science 2A and Science 2B
Chemistry	B- or higher in Science 2A and Science 2B
Physics	B- or higher in Science 2A and Science 2B and B or higher in Maths 2A and 2B
Psychology	B- or higher in Science 2A and Science 2B

# The Arts

## Dance

<b>G</b>	<b>General</b>	<b>QCE: 4pts</b>
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Dance uses the body as an instrument for expression and communication of ideas. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. It is a means by which cultural heritage is preserved and translated through time.

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

Exploring dance through the lens of making (choreography and performance) and responding engages students in creative and critical thinking. As students create and communicate meaning through dance they develop aesthetic and kinaesthetic intelligence in addition to personal and social skills. Self-confidence is developed alongside an awareness of, and respect for, the body.

### Pathways

Dance 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 Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions.

### Assessment

The unit objectives of this syllabus will be assessed via four instruments, including: A Performance, Choreography, Project - Dance Work and an Extended Response Examination.

## Structure

### Unit 1

#### Moving Bodies

Exploration of the different purposes and contexts for dance, and how different dance genres and styles communicate meaning.

### Unit 2

#### Moving Through Environments

Investigation of how the integration of the environment that a dance is created for, and presented in, shapes how meaning is communicated.

### Unit 3

#### Moving Statements

Investigation of how choreographers use dance to communicate a viewpoint, in a social, political or cultural context, to an audience.

### Unit 4

#### Moving Way

Students explore how dance communicates meaning for them.

# The Arts

## Drama

<b>G</b>	<b>General</b>	<b>QCE: 4pts</b>
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Drama fosters creativity and expressive communication through human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect us. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts. Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of Drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals.

### Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

### Assessment

The unit objectives of this syllabus will be assessed via four instruments, including: A Performance, Dramatic Concept, Practice-led Project and an Extended Response Examination.

## Structure

### Unit 1

#### Share

How does drama promote shared understandings of the human experience?

- Cultural inheritances of storytelling
- Oral history and emerging practices
- A range of linear and non-linear forms

### Unit 2

#### Reflect

How is drama shaped to reflect lived experience?

- Realism, including Magical Realism and Australian Gothic
- Associated conventions of styles and texts

### Unit 3

#### Challenge

How can we use drama to challenge our understanding of humanity?

- Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre
- Associated conventions of styles and texts

### Unit 4

#### Transform

How can you transform dramatic practice?

- Contemporary performance
- Associated conventions of styles and texts
- Inherited texts as structure

# The Arts

## Drama in Practice

<b>A</b>	<b>Applied</b>	<b>QCE: 4pts</b>
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Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practicing artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

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

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts. They identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience.

### Pathways

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry well as effective work practices and industry skills needed by a drama practitioner.

### Assessment

The four syllabus objectives are assessed via a variety of instruments including Performances, Directorial projects and Devising projects.

### Structure

The course has four distinct units. Within each unit, the following subject matter is studied:

- Use drama practices
- Plan drama works
- Communicate ideas
- Evaluate drama works

Units
<b>A: Collaboration</b>
<b>B: Community</b>
<b>C: Contemporary</b>
<b>D: Commentary</b>

# The Arts

## Film, Television and New Media

<b>G</b>	<b>General</b>	<b>QCE: 4pts</b>
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Film, Television and New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

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

Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

### Pathways

A course of study in Film, Television and New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

### Assessment

The unit objectives of this syllabus will be assessed via four instruments, including: A Case Study Investigation, Multi-platform Project, Stylistic Project and an Extended Response Examination.

### Structure

#### Unit 1

##### Foundation

Concept: Technologies

- How are tools and associated processes used to create meaning?

Concept: institutions

- How are institutional practices influenced by social, political and economic factors?

Concept: languages

- How do signs and symbols, codes and conventions create meaning?

#### Unit 2

##### Stories

Concept: Technologies

- How do representations function in story forms?

Concept: audiences

- How does the relationship between story forms and meaning change in different contexts?

Concept: languages

- How are media languages used to construct stories?

#### Unit 3

##### Participation

Concept: Technologies

- How do technologies enable or constrain participation?

Concept: institutions

- How do different contexts and purposes impact the participation of individuals and cultural groups?

Concept: languages

- How is participation in institution practices influenced by Social, political and economic factors?

#### Unit 4

##### Identity

Concept: Technologies

- How do media artists experiment with technological practices?

Concept: institutions

- How do media artists portray people, places, events, ideas and emotions?

Concept: languages

- How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

# The Arts

## Media Arts in Practice

<b>A</b>	<b>Applied</b>	<b>QCE: 4pts</b>
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Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices.

Students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention.

They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

### Pathways

A course of study in Media Arts in Practice 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. It can also establish a basis for self-employment and self-driven career opportunities.

### Assessment

The four objectives are assessed via a variety of instruments including Projects and Media artworks.

### Structure

The course has four units. Within each unit, the following subject matter is studied:

- Use media arts practices
- Plan media artworks
- Communicate ideas
- Evaluate media artworks

Units
<b>A: Personal Viewpoints</b>
<b>B: Representations</b>
<b>C: Community</b>
<b>D: Persuasion</b>

# The Arts

## Music

<b>G</b>	<b>General</b>	<b>QCE: 4pts</b>
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Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience. Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills and analyse and evaluate music in a variety of contexts, styles and genres. It is assumed that students have instrumental and / or vocal skills prior to entering this course.

### Pathways

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

### Prerequisites

Students must have successfully completed Music 1A and Music 1B in Exploration Phase to study this Graduate Phase course.

### Assessment

The unit objectives of this syllabus will be assessed via four instruments, including: A Performance, a Composition, an Integrated Project and an Extended Response Examination.

## Structure

### Unit 1

#### Designs

How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?

### Unit 2

#### Identities

How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?

### Unit 3

#### Innovations

How do musicians incorporate innovative music practices to communicate meaning when performing and composing?

### Unit 4

#### Narratives

How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

# The Arts

## Music in Practice

<b>A</b>	<b>Applied</b>	<b>QCE: 4pts</b>
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Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practicing musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance. The discipline and commitment required in music making provides students with opportunities for personal growth and development of lifelong learning skills. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

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

### Pathways

A course of study in Music in Practice can establish a basis for further education and employment by giving students the knowledge and skills that should enhance their employment prospects in the music industry in areas such as performance, critical listening, music management and music promotions. With additional training and experience, potential employment opportunities may include musician, band or recording group member, music journalist, media composer, DJ, sound or studio engineer, songwriter or arranger, music sales and merchandising staff, record producer, concert promoter, entertainment manager, tour manager or music director.

### Assessment

The four syllabus objectives are assessed via a variety of instruments including Projects, Performances and Compositions.

### Structure

The course has four units that can be done in any order from the Unit Options listed:

Units
<b>A: Music of today</b>
<b>B: The cutting edge</b>
<b>C: Building your brand</b>
<b>D: 'Live' on stage!</b>

# The Arts

## Visual Art

<b>G</b>	<b>General</b>	<b>QCE: 4pts</b>
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Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices. Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes. In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

### Pathways

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

### Assessment

The unit objectives of this syllabus will be assessed via four instruments, including: An Inquiry Phase 1 Investigation, Inquiry Phase 2 Project, Inquiry Phase 3 Project and an Extended Response Examination.

## Structure

### Unit 1

#### Art as Lens

**Concept:** Lenses to explore the material world

**Contexts:** Personal and contemporary

**Focus:** People, place, objects

**Media:** 2D, 3D, and time-based

### Unit 2

#### Art as Code

**Concept:** Art as a coded visual language

**Contexts:** Formal and cultural

**Focus:** Codes, symbols, signs and art conventions

**Media:** 2D, 3D, and time-based

### Unit 3

#### Art as Knowledge

**Concept:** Constructing knowledge as artist and audience

**Contexts:** Contemporary, personal, cultural and/or formal

**Focus:** Student-directed

**Media:** Student-directed

### Unit 4

#### Art as Alternate

**Concept:** Evolving alternate representations and meaning

**Contexts:** Contemporary and personal, cultural and/or formal

**Focus:** Continued exploration of Unit 3 student-directed focus

**Media:** Student-directed

# The Arts

## Visual Art in Practice

<b>A</b>	<b>Applied</b>	<b>QCE: 4pts</b>
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In Visual Art in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

### Pathways

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

### Assessment

The four syllabus objectives are assessed via a variety of instruments including Projects and Resolved artworks.

### Structure

The course has four distinct units. Within each unit, the following subject matter is studied:

- Use visual arts practices
- Plan artworks
- Communicate ideas
- Evaluate artworks

### Unit Options

**A: Looking inwards (self)**

**B: Looking outwards (others)**

**C: Clients**

**D: Transform and extend**



## Essential English

<b>A</b>	<b>Applied</b>	<b>QCE: 4pts</b>
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Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

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

- Skills to communicate confidently and effectively in a variety of contemporary contexts and social situations
- Skills to choose generic structures, language, language features and technologies to best convey meaning
- Skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- Effective use of language to produce texts for a variety of purposes and audiences
- Creative and imaginative thinking to explore their own world and the worlds of others
- Empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures

### Pathways

Essential English is suited to students who are interested in pathways 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.

### Assessment

The three dimensions of Knowing and Understanding, Applying and Analysing and Creating and Evaluating will be assessed via a variety of instruments, including: Spoken Extended Responses, Extended Written Responses, Multimodal Extended Responses and both Mock and Common internal Assessments.

### Structure

#### Unit 1

##### Language That Works

Responding to texts developed for a work context  
Creating texts for a work context

#### Unit 2

##### Texts and Human Experiences

Responding to texts about human experiences and perspectives  
Creating texts that reflect on life and experiences

#### Unit 3

##### Language That Influences

Creating and shaping perspectives on community, local and global issues in texts  
Responding to texts that seek to influence audiences

#### Unit 4

##### Representations and Popular Culture Texts

Responding to popular culture texts  
Creating representations of Australian identities, places, events and concepts

## English

<b>G</b>	<b>General</b>	<b>QCE: 4pts</b>
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English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

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

- Skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts and non-literary texts
- Skills to make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation for a variety of purposes and audiences
- Enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style, creative thinking and imagination
- Critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- Empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods

### Pathways

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.

### Assessment

The unit objectives of this syllabus will be assessed via four instruments, including: Extended Response - Written response for public audience, Extended Response - Persuasive spoken response, Examination - Imaginative written response and an Analytical written response examination.

\*Many universities will require English (General) as a prerequisite for their undergraduate programs.

## Structure

### Unit 1

#### Perspectives and Texts

Studying the representations of concepts of power in a play and a novel as well as current media texts.

### Unit 2

#### Texts and Culture

Examining and shaping representations of culture in texts including poetry and film.

### Unit 3

#### Textual Connections


Exploring how texts including plays, short stories and film are connected through the representations of concepts and issues.

### Unit 4

#### Close Study of Literary Texts

Engaging with literary texts including novels and plays from diverse times and places and responding to them in a creative or critical way.

## Literature

	<b>General</b>	<b>QCE: 4pts</b>
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Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.

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

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

### Pathways

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

***To meet English requirements – most universities will list General English as the prerequisite. However, Literature can serve the same purpose.***

### Assessment

The unit objectives of this syllabus will be assessed via four instruments, including: Analytical written response examinations, Imaginative spoken/ multimodal extended response and an Imaginative written extended response.

## Structure

### Unit 1

#### Introduction to Literary Studies

Ways literary texts are received and responded to  
How textual choices affect readers  
Creating analytical and imaginative texts

### Unit 2

#### Intertextuality

Ways literary texts connect with each other – genre, concepts and contexts  
Ways literary texts connect with each other – style and structure  
Creating analytical and imaginative texts

### Unit 3

#### Literature and Identity

Relationship between language, culture and identity in literary texts  
Power of language to represent ideas, events and people  
Creating analytical and imaginative texts

### Unit 4

#### Independent Explorations

Dynamic nature of literary interpretation  
Close examination of style, structure and subject matter  
Creating analytical and imaginative texts

# Humanities

## Ancient History

<b>G</b>	<b>General</b>	<b>QCE: 4pts</b>
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Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages.

Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life and study the development of some features of modern society, such as social organisation, systems of law, governance, and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

### Pathways

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

### What is Studied?

This course is currently being run as an alternative sequence and students will complete Units 3 and 4 in 2022, and Units 1 and 2 in 2023.

### Assessment

The unit objectives of this syllabus will be assessed via four instruments, including: Response to sources examination, Investigation - Independant sources, Investigation - Research essay and a Short Response to historical sources examination.

### Structure

<b>Unit 1</b>
<b>Investigating the Ancient World</b> Digging up the past (Indigenous Australia) Beliefs, Rituals and Funerary Practices of the Ancient Egyptians
<b>Unit 2</b>
<b>Personalities in Their Times</b> Xerxes Pericles
<b>Unit 3</b>
<b>Reconstructing the Ancient World</b> 5th Century Athens Medieval Crusades
<b>Unit 4</b>
<b>People, Power and Authority</b> The fall of the Roman Republic Julius Caesar

# Humanities

## Business

<b>G</b>	<b>General</b>	<b>QCE: 4pts</b>
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The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Learning in Business integrates an inquiry approach with authentic case studies. Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. This gives students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

### Pathways

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

### Assessment

The unit objectives of this syllabus are assessed via four instruments, including: Combination response Examinations, Investigation – Business report and an Extended Response – Feasibility report.

## Structure

### Unit 1

#### Business Creation

Fundamentals of business

Creation of business ideas

### Unit 2

#### Business Growth

Establishment of a business

Entering markets

### Unit 3

#### Business Diversification

Competitive markets

Strategic development

### Unit 4

#### Business Evolution

Repositioning a business

Transformation of a business

## Economics

<b>G</b>	<b>General</b>	<b>QCE: 4pts</b>
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The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision-making is core: how to allocate and distribute scarce resources to maximise well-being.

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

### Pathways

Economics 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 Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science. Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates.

### Assessment

The unit objectives of this syllabus will be assessed via four instruments, including: Combination response Examinations, Investigation – Research report and an Examination – Extended response to stimulus.

## Structure

<b>Unit 1</b>
<b>Markets and Models</b> The basic economic problem Economic flows Market forces
<b>Unit 2</b>
<b>Modified Markets</b> Market and efficiency Case options of market measures and strategies
<b>Unit 3</b>
<b>International Economics</b> International trade Global Economic issues
<b>Unit 4</b>
<b>Contemporary Macroeconomics</b> Macroeconomic objectives and theory Economic indicators and past budget stances Economic management

# Humanities

## Geography

<b>G</b>	<b>General</b>	<b>QCE: 4pts</b>
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Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline, with the concepts of environment, interconnection, sustainability, scale and change building on this foundation. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities. Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales.

Geography 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 Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

### Assessment

The unit objectives of this syllabus will be assessed via four instruments, including: Combination response Examinations, Investigation – Field Reports and Investigation – Data reports.

## Structure

<b>Unit 1</b>
<b>Responding to Risk and Vulnerability in Hazard Zones</b> Ecological Hazards Natural Hazards
<b>Unit 2</b>
<b>Planning Sustainable Places</b> Challenges facing a megacity Challenges facing a place in Australia
<b>Unit 3</b>
<b>Responding to Land Cover Transformations</b> Land cover transformations and climate change Responding to local land cover transformations
<b>Unit 4</b>
<b>Managing Population Change</b> Population challenges in Australia Global population change

## Legal Studies

<b>G</b>	<b>General</b>	<b>QCE: 4pts</b>
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Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

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

### Pathways

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

### Assessment

The unit objectives of this syllabus will be assessed via four instruments, including: Combination response Examinations, Inquiry Report - Investigation and an Argumentative Essay - Investigation.

## Structure

<b>Unit 1</b>
<b>Beyond Reasonable Doubt</b> Legal foundations Criminal investigation process Criminal trial process Punishment and sentencing
<b>Unit 2</b>
<b>Balance of Probabilities</b> Civil law foundations Contractual obligations Negligence and the duty of care
<b>Unit 3</b>
<b>Law, Governance and Change</b> Governance in Australia Law reform within a dynamic society
<b>Unit 4</b>
<b>Human Rights in Legal Contexts</b> Human Rights Australia's legal response to international law and human rights Human rights in Australian contexts

# Humanities

## Modern History

<b>G</b>	<b>General</b>	<b>QCE: 4pts</b>
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Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces. Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures. Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

### Pathways

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

### Assessment

The unit objectives of this syllabus are assessed via four instruments, including: Examination Essay Response to Historical Sources, Independent Source investigation, Historical Essay Investigation based on research and a Short Response to Historical Sources Examination.

### Structure

<b>Unit 1</b>
<b>Ideas in the Modern World</b> Australian Frontier Wars Choice of revolution
<b>Unit 2</b>
<b>Movements in the Modern World</b> Australian Indigenous rights movement Anti-Apartheid Resistance in South Africa
<b>Unit 3</b>
<b>National Experiences in the Modern World</b> United States of America China
<b>Unit 4</b>
<b>International Experiences in the Modern World</b> The Cold War Vietnam

# Humanities

## Religion and Ethics

<b>A</b>	<b>Applied</b>	<b>QCE: 4pts</b>
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Students begin studying the Religion and Ethics syllabus in their final year of Exploration Phase (Year 10), and complete the course by the end of Term 2 in their final year of Graduate Phase (Year 12).

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

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

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

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

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

### Assessment

The five syllabus objectives are assessed via a variety of instruments including investigations, Projects and Extended Responses.

### Structure

The course consists of four distinct units, chosen by the teacher from the list of Unit options below. Within each unit, the following subject matter is studied:

- Principles and practices
- Information

### Unit Options

**A: Australian identity**

**B: Social justice**

**C: Meaning, purpose and expression**

**D: World religions and spiritualities**

**E: Peace**

**F: Sacred stories**

# Languages

## German

<b>G</b>	<b>General</b>	<b>QCE: 4pts</b>
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German provides students with the opportunity to reflect on their understanding of the German language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students develop intercultural understanding and become active participants in understanding visual and written texts, creating written and spoken responses.

### Pathways

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

### Assessment

The unit objectives of this syllabus will be assessed via four instruments, including: Short Response Examination, Combination Response Examinations and a Two-part extended response.

## Structure

<b>Unit 1</b>
<b>Meine Welt My World</b> Family / Carers Peers Education
<b>Unit 2</b>
<b>Unsere Welt erkunden Exploring our World</b> Travel and exploration Social customs German influences around the world
<b>Unit 3</b>
<b>Unsere Gesellschaft, Kultur &amp; Identität Our Society; Culture &amp; Identity</b> Lifestyles and leisure The arts, entertainment and sports Groups in society
<b>Unit 4</b>
<b>Meine Gegenwart; meine Zukunft My present; my future</b> The present Future choices

# Mathematics

## Essential Mathematics

<b>A</b>	<b>Applied</b>	<b>QCE: 4pts</b>
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A course of study in Essential Mathematics develops a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

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

Students will see mathematics as applicable to their employability and lifestyles and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination and appreciate the benefits of technology.

Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility. The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

### Pathways

Essential Mathematics is suited to students who are interested in pathways that lead to tertiary studies, vocational education or work. A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

### Assessment

The three dimensions of Knowing and Understanding, Applying and Analysing and Creating and Evaluating will be assessed via a variety of instruments, including: Problem-solving & modelling tasks, Examinations and both Mock and Common internal assessments.

### Structure

<b>Unit 1</b>
<b>Number, Data &amp; Money</b> Calculations Number Representing data Managing money
<b>Unit 2</b>
<b>Data and Travel</b> Calculations Data collection Graphs Time and motion
<b>Unit 3</b>
<b>Measurement, Scales and Chance</b> Calculations Measurement Scales, plans and models Probability and relative frequencies
<b>Unit 4</b>
<b>Measurement, Data and Loans</b> Calculations Bivariate graphs Summarising and comparing data Loans and compound interest

# Mathematics

## General Mathematics

<b>G</b>	<b>General</b>	<b>QCE: 4pts</b>
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The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P-10 Australian Curriculum. Learning reinforces prior knowledge and further develops key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

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

### Pathways

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

### Assessment

The unit objectives of this syllabus will be assessed via four instruments, including: A Problem-solving & Modelling task, Examinations and a two-part combination response examination.

## Structure

### Unit 1

#### Money, Measurement, Algebra and Linear Equations

Consumer arithmetic  
Shape and measurement  
Similarity and scale  
Algebra  
Linear equations and their graphs

### Unit 2

#### Applications of linear equations and trigonometry, matrices and univariate data analysis

Applications of linear equations and their graphs  
Applications of trigonometry  
Matrices  
Univariate data analysis 1  
Univariate data analysis 2

### Unit 3

#### Bivariate data and time series analysis, sequences and Earth geometry

Bivariate data analysis 1  
Bivariate data analysis 2  
Time series analysis  
Growth and decay in sequences  
Earth geometry and time zones

### Unit 4

#### Investing and networking

Loans, investments and annuities 1  
Loans, investments and annuities 2  
Graphs and networks  
Networks and decision mathematics 1  
Networks and decision mathematics 2

# Mathematics

## Mathematical Methods

<b>G</b>	<b>General</b>	<b>QCE: 4pts</b>
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The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P-10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

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

### Pathways

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

### Assessment

The unit objectives of this syllabus will be assessed via four instruments, including: A Problem-solving & Modelling task, Examinations and a two-part combination response examination.

## Structure

### Unit 1

#### Surds, Algebra, Functions and Probability

Surds and quadratic functions  
Binomial expansion and cubic functions  
Functions and relations  
Trigonometric functions  
Probability

### Unit 2

#### Calculus and further functions

Exponential functions  
Logarithms and logarithmic functions  
Introduction to differential calculus  
Applications of differential calculus  
Further differentiation

### Unit 3

#### Further calculus and introduction to statistics

Differentiation of exponential and logarithmic functions  
Differentiation of trigonometric functions and differentiation rules  
Further applications of differentiation  
Introduction to integration  
Discrete random variables

### Unit 4

#### Further calculus, trigonometry and statistics

Further integration  
Trigonometry  
Continuous random variables and the normal distribution  
Sampling and proportions  
Interval estimates for proportions

# Mathematics

## Specialist Mathematics

<b>G</b>	<b>General</b>	<b>QCE: 4pts</b>
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The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Students who undertake Specialist Mathematics will develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

### Pathways

Specialist Mathematics MUST be selected along with Mathematical Methods. A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

### Assessment

The unit objectives of this syllabus will be assessed via four instruments, including: A Problem-solving & Modelling task, Examinations and a two-part combination response examination.

## Structure

### Unit 1

#### Combinatorics, proof, vectors and matrices

Combinatorics  
Introduction to proof  
Vectors in the plane  
Algebra of vectors in two dimensions  
Matrices

### Unit 2

#### Complex numbers, further proof, trigonometry, functions and transformations

Complex numbers  
Complex arithmetic and algebra  
Circle and geometric proofs  
Trigonometry and functions  
Matrices and transformations

### Unit 3

#### Further complex numbers, proof, vectors and matrices

Further complex numbers  
Mathematical induction and trigonometric proofs  
Vectors in two and three dimensions  
Vector calculus  
Further matrices

### Unit 4

#### Further calculus and statistical inference

Integration techniques  
Applications of integral calculus  
Rates of change and differential equations  
Modelling motion  
Statistical inference



# Physical Education

## Health

<b>G</b>	<b>General</b>	<b>QCE: 4pts</b>
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Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship.

Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum. Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

### Pathways

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

### Assessment

The unit objectives of this syllabus will be assessed via four instruments, including: An Action Research Investigation, Extended Response Examinations and an Analytical Exposition Investigation.

## Structure

### Unit 1

#### Resilience as a personal health resource

Resilience  
Plan for action in a personal health context  
Evaluate & reflect on action

### Unit 2

#### Peers and family as resources for healthy living

Alcohol  
Body Image

### Unit 3

#### Community as a resource for healthy living

Homelessness  
Transport safety  
Anxiety

### Unit 4

#### Respectful relationships in the post-schooling transition

Respectful relationships  
Influencing respectful relationships in the post-schooling transition  
Evaluation of diffusion of innovations

# Physical Education

## Physical Education

<b>G</b>	<b>General</b>	<b>QCE: 4pts</b>
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Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts.

Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions. Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

### Pathways

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

### Assessment

The unit objectives of this syllabus will be assessed via four instruments, including: An Action Research Investigation, Extended Response Examinations and an Analytical Exposition Investigation.

### Structure

#### Unit 1

##### **Motor learning, Functional Anatomy and Biomechanics in physical activity**

Motor learning integrated with a selected physical activity

Functional anatomy & biomechanics integrated with a selected physical activity

#### Unit 2

##### **Sport Psychology and Equity in physical activity**

Sport psychology integrated with a selected physical activity

Equity – barriers and enablers

#### Unit 3

##### **Tactical awareness and ethics in physical activity**

Tactical awareness integrated with one selected physical activity

Ethics & integrity

#### Unit 4

##### **Energy, Fitness and Training and Physical Activity**

Energy, fitness and training integrated with one selected physical activity

## Agricultural Science

<b>G</b>	<b>General</b>	<b>QCE: 4pts</b>
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Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context.

Students examine the plant and animal science required to understand agricultural systems, their interactions and their components. They examine resources and their use and management in agricultural enterprises, the implications of using and consuming these resources, and associated management approaches.

Students investigate how agricultural production systems are managed through an understanding of plant and animal physiology, and how they can be manipulated to ensure productivity and sustainability. They consider how environmental, social and financial factors can be used to evaluate production systems, and how research and innovation can be used and managed to improve food and fibre production.

### Pathways

A course of study in Agricultural Science can establish a basis for further education and employment in the fields of agriculture, horticulture, agronomy, ecology, food technology, aquaculture, veterinary science, equine science, environmental science, natural resource management, wildlife, conservation and ecotourism, biotechnology, business, marketing, education and literacy, research and development.

### Structure

This course is currently being offered as Alternate Sequence. Students will study Units 3 & 4 in 2026 and Units 1 & 2 in 2027.

### Prerequisites

Students must have successfully completed either Science 2B, Pre Ag Science or Pre Biology in the final semester of Exploration Phase to study this Graduate Phase course.

### Assessment

The unit objectives of this syllabus will be assessed via four instruments, including: A Data test, Student Experiment, Research Investigation and a two-part Examination.

### Structure

<b>Unit 1</b>
<b>Agricultural Systems</b> Agricultural enterprises A Animal production A Plant production A
<b>Unit 2</b>
<b>Resources</b> Management of renewable resources Physical resource management Agricultural management, research and innovation
<b>Unit 3</b>
<b>Agricultural Production</b> Animal production B Plant production B Agricultural enterprises B
<b>Unit 4</b>
<b>Agricultural Management</b> Enterprise management Evaluation of an agricultural enterprise's sustainability

## Biology

<b>G</b>	<b>General</b>	<b>QCE: 4pts</b>
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By electing to study Biology, students challenge their sense of wonder and curiosity about life and build respect for all living things and the environment. They enhance their understanding of biological systems, concepts, theories, and models to develop an appreciation of how biological knowledge has developed over time and continues to influence society today.

Students plan and carry out fieldwork, laboratory, and other research investigations to build skills in interpreting evidence by using sound, evidence-based arguments. They apply biological knowledge to creatively and analytically evaluate claims and communicate their findings, arguments and conclusions by using scientific-specific representations, modes and genres.

### Pathways

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

### Prerequisites

Students must have successfully completed either Science 2B, Pre Ag Science or Pre Biology in the final semester of Exploration Phase to study this Graduate Phase course.

### Assessment

The unit objectives of this syllabus will be assessed via four instruments, including: A Data test, Student Experiment, Research Investigation and a two-part combination response examination.

## Structure

<b>Unit 1</b>
<b>Cells and Multicellular Organisms</b> Cells as the basis of life Exchange of nutrients and wastes
<b>Unit 2</b>
<b>Maintaining the Internal Environment</b> Homeostasis Infectious disease and epidemiology
<b>Unit 3</b>
<b>Biodiversity and the interconnectedness of life</b> Biodiversity and populations Functioning ecosystems and succession
<b>Unit 4</b>
<b>Heredity and continuity of life</b> Genetics and heredity Continuity of life on Earth

## Chemistry

<b>G</b>	<b>General</b>	<b>QCE: 4pts</b>
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Chemistry is the study of materials and their properties and structure. Students study atomic theory, chemical bonding, and the structure and properties and interactions of elements and compounds.

Students develop their appreciation of chemistry and its usefulness; their understanding of chemical theories, models and chemical systems and their impact on society. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills) to investigate chemical processes and critically evaluate and debate scientific arguments and claims in order to generate informed, responsible and ethical conclusions.

### Pathways

A course of study in Chemistry can establish a basis for further education and employment in fields such as forensic science, environmental science, engineering, medicine, allied health, education, research and product development, toxicology, pharmacy and sports science.

### Prerequisites

Students must have successfully completed either Science 2B, Pre Chemistry or Pre Physics in the final semester of Exploration Phase to study this Graduate Phase course.

### Assessment

The unit objectives of this syllabus will be assessed via four instruments, including: A Data test, Student Experiment, Research Investigation and a Two-part combination response examination.

## Structure

### Unit 1

#### Chemical fundamentals – structure, properties and reactions

Properties and structure of atoms  
Properties and structure of materials  
Chemical reactions – reactants, products and energy change

### Unit 2

#### Molecular interactions and reactions

Intermolecular forces and gases  
Aqueous solutions and acidity  
Rates of chemical reactions

### Unit 3

#### Equilibrium, acids and redox reactions

Chemical equilibrium systems  
Oxidation and reduction

### Unit 4

#### Structure, synthesis and design

Properties and structure of organic materials  
Chemical synthesis and design



## Physics

<b>G</b>	<b>General</b>	<b>QCE: 4pts</b>
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Physics provides opportunities for students to engage with classical and modern models and theories of the observable phenomena in the universe.

Students learn about the fundamental concepts of thermodynamics, waves, electricity and nuclear processes, linear motion and forces, and gravitational and electromagnetic fields. They develop an appreciation of the contribution physics makes to society as they investigate phenomena and solve problems; collect and analyse data; and interpret evidence.

Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions.

### Pathways

A course of study in Physics can establish a basis for further education and employment in fields such as science, engineering, energy, materials, astronomy, education, medicine, research, aerospace, technology, computing and IT.

### Prerequisites

Students must have successfully completed either Science 2B, Pre Chemistry or Pre Physics in the final semester of Exploration Phase to study this Graduate Phase course.

### Assessment

The unit objectives of this syllabus will be assessed via four instruments, including: A Data test, Student Experiment, Research Investigation and a Two-part combination response examination.

## Structure

<b>Unit 1</b>
<b>Thermal, nuclear and electrical physics</b> Ionising radiation and nuclear reactions Electrical circuits
<b>Unit 2</b>
<b>Linear motion and waves</b> Linear motion and force Waves
<b>Unit 3</b>
<b>Gravity and Electromagnetism</b> Gravity and motion Electromagnetism
<b>Unit 4</b>
<b>Revolutions in modern physics</b> Special relativity Quantum theory The Standard Model

## Psychology

<b>G</b>	<b>General</b>	<b>QCE: 4pts</b>
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Psychology provides opportunities for students to engage with concepts that explain behaviour and underlying cognitions. This course aims to develop students’:

- Interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- Appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- Understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- Ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- Ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- Ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres

### Pathways

Psychology is a General subject suited to students who are interested in tertiary 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.

### Assessment

The unit objectives of this syllabus will be assessed via four instruments, including: A Data test, Student Experiment, Research Investigation and a Two-part combination response examination.

### Structure

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

# Technologies

## Digital Solutions

<b>G</b>	<b>General</b>	<b>QCE: 4pts</b>
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Learning in Digital Solutions provides students with opportunities to develop, generate and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

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

### Pathways

A course of study in Digital Solutions can prepare students to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play. Digital Solutions develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life.

### Assessment

The unit objectives of this syllabus are assessed via Technical proposals, Digital solutions and Examinations.

### Structure

#### Unit 1

##### Creating with Code

Understanding digital problems  
User experiences and interfaces  
Algorithms and programming techniques  
Programmed solutions

#### Unit 2

##### Application and data solutions

Data-driven problems and solution requirements  
Data and programming techniques  
Prototype data solutions

#### Unit 3

##### Digital innovation

Interactions between users, data and digital systems  
Real-world problems and solution requirements  
Innovative digital solutions

#### Unit 4

##### Digital Impacts

Digital methods for exchanging data  
Complex digital data exchange problems and solution requirements  
Prototype digital data exchanges

# Technologies

## Information and Communication Technology

<b>A</b>	<b>Applied</b>	<b>QCE: 4pts</b>
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Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

### Pathways

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

### Assessment

The six syllabus objectives are assessed via a variety of instruments including Product proposals and Projects.

### Structure

The course consists of four distinct units, chosen by the teacher from the list of Unit options below. Within each unit, the following subject matter is studied:

- Pathways
- Client briefs and technical information
- Skills
- Practices
- Processes

### Unit Options

**A: Robotics**

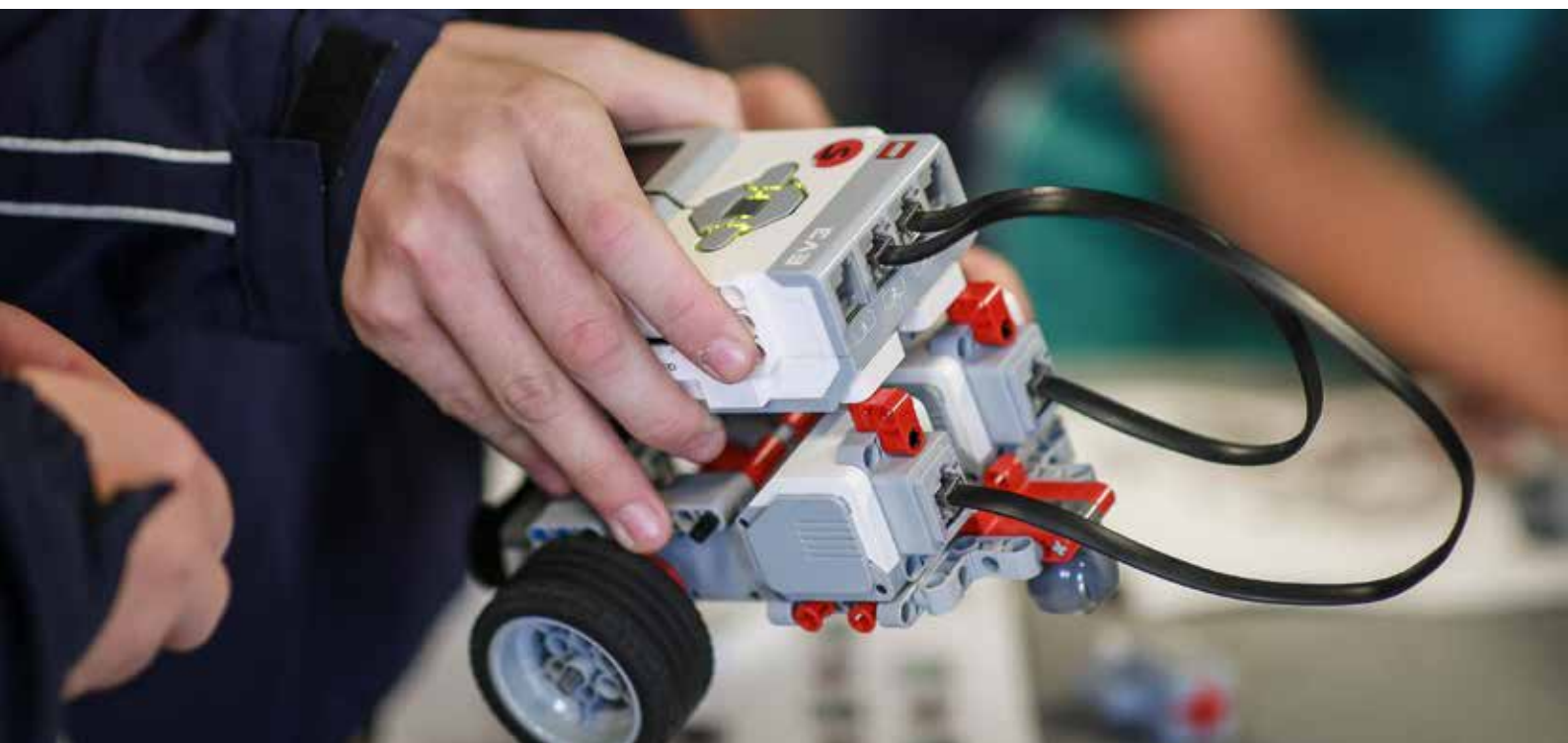
**B: App development**

**C: Audio and video production**

**D: Layout and publishing**

**E: Digital imaging and modelling**

**F: Web Development**



# Technologies

## Engineering

	<b>General</b>	<b>QCE: 4pts</b>
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Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.

### Pathways

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

### Assessment

The unit objectives of this syllabus will be assessed via four instruments, including: A Project - Folio, Examination and a combination response examination.

## Structure

<b>Unit 1</b>
<b>Engineering Fundamentals</b> Engineering history The problem-solving process in Engineering Engineering communication Introduction to engineering mechanics Introduction to engineering materials
<b>Unit 2</b>
<b>Emerging Technologies</b> Emerging needs Emerging processes and machinery Emerging Materials Exploring autonomy
<b>Unit 3</b>
<b>Civil structures</b> Application of the problem-solving process in Engineering Civil structures and the environment Civil structures, materials and forces
<b>Unit 4</b>
<b>Machines and mechanisms</b> Machines in society Materials Machine control

# Vocational Education and Training (VET)

Faith Lutheran College is a Registered Training Organisation (RTO 30698) offering both internal and external courses (from external RTOs) delivered by our fully registered teachers and trainers.

## Internal RTO courses

- Certificate II in Automotive Vocational Preparation (AUR20720)
- Certificate II in Construction Pathways (CPC20220)
- Certificate II in Engineering Pathways (MEM20422)

## External RTO courses

### (Only one Cert II Qualification can be VETis Funded)

- Certificate II in Health Support Services & III in Health Services Assistance (HLT23221 & HLT33115)
- Certificate II & III in Hospitality (SIT20322 & SIT30616)
- Certificate II & III in Rural Operations (AHC21216 & AHC32822)
- Certificate II in Sports Coaching (SIS20321)
- Certificate II in Sport and Recreation (SIS20122)

## External RTO (Fee for Service only)

- Diploma of Business (BSB50120)
- Certificate II in Electrotechnology - Career Start (UEE22020)
- Certificate III in Fitness (SIS30321)
- Certificate III in Sports and Recreation (SIS30115)

Units of competency in all qualifications are subject to change due to industry demand and are reflective of current practices at time of printing.

To successfully achieve any vocational qualification, students must demonstrate the required performance and knowledge competence in all units of competency within the qualification. Completing any qualification does not guarantee that the student will get employment within that industry.

*\*Certificate courses will only be offered if minimum enrolment numbers are reached and the appropriate physical and human resources to deliver the course under AQTF guidelines are met. Furthermore, each course has its own maximum enrolments due to WHS guidelines.*



# Vocational Education and Training (VET)

## Vocational Education and Training in Schools (VETiS) Funding

Students undertaking a VET qualification that is funded by the VET Investment Budget, can complete one employment stream qualification at the Certificate I or II level on the Priority Skills List. Nationally recognised qualifications are developed by industry to give people the knowledge and skills they need to work in a particular job.

Students can undertake VET at school:

- as part of their school studies - delivered and resourced by a school registered training organisation (RTO) (Not VETiS Funded) Automotive, Construction, Engineering
- by enrolling in a qualification with an external RTO - funded either by VETiS or through fee-for-service arrangements i.e. where the student or parent pays for the qualification: Electrotechnology, Health, Rural Operations, Hospitality (only one of these is funded, additional courses can be selected as Fee for Service).

Qualification	RTO	VETiS Capable	Fee for Service (Cert III) extra above Cert II
Certificate II Automotive	Faith Lutheran College	na	\$0
Certificate II Construction	Faith Lutheran College	na	\$0
Certificate II Electrotechnology	Axial	No	\$1000
Certificate II Engineering	Faith Lutheran College	na	\$0
Certificate II Sports Coaching	Binnacle	Yes	\$265
Certificate III Fitness	Binnacle	No	\$100
Certificate II Health Support Services	Connect and Grow	Yes	\$1000
Certificate III Health Services Assistance	Connect and Grow	No	\$500
Certificate II Hospitality	BluePrint	Yes	\$1260
Certificate III Hospitality	BluePrint	No	\$340
Certificate II Sport and Rec	Binnacle	Yes	\$265
Certificate III Sport and Rec	Binnacle	No	\$100
Certificate II Rural Operations	SDS	Yes	\$1500
Certificate III Rural Operations	SDS	No	\$800
Diploma of Business	Axial	No	\$2800
Certificate II Work skills	Binnacle	No	\$225
Barista	Axial	No	\$250
White Card*	BlueDogs	No	\$100
First Aid **	Surf Lifesaving Australia	No	\$45

\*This price is in addition to students using their VETiS funding. See the VET Manager for further clarification for upfront costs if using VETiS funding on a different subject.

Please contact the VET Manager for current pricing for these courses. *(Prices correct as at March 2025)*

To access an external course, students must have school fees up to date or an approved payment plan in place with the College by their parent or carer.

# Vocational Education and Training (VET)



Faith Lutheran College Plainland  
RTO Number: 30698

*This information was correct at time of publication  
however is subject to change, please see:  
<https://training.gov.au/Training/Details/AUR20720>*

## Certificate II in Automotive Vocational Preparation (AUR20720)

**QCE: 4pts**

To be awarded the Certificate II Qualification, competency must be demonstrated in 12 units of competency, consisting of seven core units plus five elective units.

AURASA102	Follow safe working practices in an automotive workplace
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace
AURAF103	Communicate effectively in an automotive workplace
AURAF104	Resolve routine problems in an automotive workplace
AURETR103	Identify automotive electrical systems and components
AURLTA101	Identify automotive mechanical systems and components
AURTTK102	Use and maintain tools and equipment in an automotive workplace
AURTTA001	Remove and tag steering, suspension and braking system components
AURTTJ011	Balance wheel and tyre
AURTTA003	Use and maintain basic mechanical measuring device
AURTTA127	Carry out basic vehicle servicing operations
AURETR009	Install vehicle lighting and wiring systems

This nationally recognised qualification is delivered by Faith Lutheran College, Registered Training Organisation 30698, and a qualified trainer and assessor. These qualifications cover the skills and knowledge required to perform a limited range of tasks related to familiarisation and inspection of mechanical and electrical components and systems of cars, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles.

These qualifications also cover the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body. The range of technical skills and knowledge is limited.

The Certificate II in Automotive Vocational Preparation prepares prospective employees to undertake work in the broader automotive industry.

Job roles related to this qualification include:

- Trades assistant
- Vehicle service assistant
- Automotive service assistant
- Trainee serviceperson
- Automotive trainee

This qualification provides individuals with an introduction to the automotive industry as well as some of the basic skills needed. It is an appropriate level for an individual undertaking work experience, or in a probationary period in employment. The qualification is particularly applicable to school-based studies as an entry-level pathway to employment, and is suitable as an Australian traineeship or apprenticeship pathway. Further training pathways from this qualification include AUR Training Package Certificate III qualifications or other relevant qualifications.

### Credit for the Queensland Certificate of Education

The successful completion of all 12 units of competency will earn a student 4 points in total towards the Queensland Certificate of Education (QCE). Credits awarded for partial completion of the Certificate II will be based on the percentage of competencies attained (25%, 50%, and 75%). Students will receive a Statement of Attainment for partial completion of the qualification or a Certificate if all units are satisfactorily completed.

### Course Structure

This course will be delivered as a stand-alone VET certificate course delivered by qualified trainers and assessors at the College. Students are not required to undertake work experience, however, they are strongly encouraged to participate in industry placement and undertake a school-based apprenticeship. Students will be required to undertake and submit a range of assessment pieces including online, paper-based and practical assessments. Students need to be prepared to commit to the extra study hours to fulfil the requirements of this course. This is a two-year course. Students entering the program late may not complete the qualification and will be issued with a Statement of Attainment for completed units.

### Uniform Requirements

There is a safety requirement for students undertaking this course to supply the following uniform as outlined in the College's Uniform and Grooming Policy. This uniform consists of navy drill pants, a black or brown belt with a small buckle is permitted, long sleeved green FLC shirt and safety cap boots. This uniform can be worn throughout the entire day, depending on other subject clothing requirements.

### Selection Advice

No prior knowledge of the Automotive Industry is required for this subject. The course requires individual effort in reading, writing and ability to follow instructions. Students should be proficient in these areas. A moderate level of fitness will be required to perform practical activities. Adherence to Sun Safe Policies and Workplace Health and Safety will be essential for continuation in this program.

# Vocational Education and Training (VET)



**Axial Training**  
RTO Number: 2437

## Diploma of Business (BSB50120)

**QCE: 8pts**

Axial Training (RTO 2437) is the Registered Training Organisation for this qualification. The qualification is delivered in partnership by qualified Axial and Faith Lutheran College staff.

### Course Overview

Axial Training's comprehensive Diploma of Business is designed for future business leaders. Successful students will develop their supervisory, decision making and problem-solving skills across a range of business functions.

Throughout the course, students will discover how to develop and implement successful business, project and marketing plans, lead teams and manage meetings and projects; identify and pursue business opportunities, and much more.

QCE Credits: Successful completion of the Diploma of Business contributes a maximum of 8 credits towards a student's QCE. A maximum of 8 points from the same training package can contribute to a QCE.

### Course Length and Cost

The duration of this course is 18 months. The cost of this qualification is \$2800.00 paid directly to Axial Training.

(Prices correct as at March 2025, please contact the College to confirm pricings).

BSBCRT511	Develop Critical Thinking in Others
BSBFIN501	Manage Budgets and Financial Plans
BSBOPS501	Manage Business Resources
BSBXCM501	Lead Communication in the Workplace
BSBSUS511	Develop Workplace Policies and Procedures for Sustainability
BSBPMG430	Undertake Project Work
BSBTWK503	Manage Meetings
BSBTWK502	Manage team effectiveness
BSBMKG541	Identify and evaluate marketing opportunities
BSBOPS505	Manage organisational customer service
BSBMKG555	Write persuasive copy
BSBSTR402	Implement continuous improvement

### Entry Requirements

Students must have demonstrated an adherence to the Faith Lutheran College [Learner Policy](#) and may be requested to successfully complete the Axial Training Language, Literacy and Numeracy (LLN) test specific for this course.



# Vocational Education and Training (VET)



Faith Lutheran College Plainland  
RTO Number: 30698

*This information was correct at time of publication  
but subject to change, please see:  
<https://training.gov.au/Training/Details/CPC20220>*

## Certificate II in Construction Pathways (CPC20220)

**QCE: 4pts**

To be awarded the Certificate II Qualification, competency must be demonstrated in 10 units of competency, consisting of five core units plus five elective units.

CPCCCM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCOM1015	Carry out measurements and calculations
CPCCVE1011	Undertake a basic construction project
CPCCBL2002	Use bricklaying and block laying tools and equipment
CPCCCA2013	Carry out concreting to simple forms.
CPCCCA2011	Handle carpentry materials
CPCCCM2004	Handle construction materials
CPCCBL2001	Handle and prepare bricklaying and blocklaying materials

This is a nationally recognised qualification that is delivered by Faith Lutheran College, Registered Training Organisation 30698, qualified trainer and assessor. This qualification provides a pathway to the primary trades in the construction industry except for plumbing and electrical. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shopfitting as well as carpentry, bricklaying and other occupations in general construction. This Certificate II is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship.

The qualification has core unit of competencies that are required in most Certificate III qualifications. The elective options are structured to allow choice from areas of trade skills as an introduction to a range of occupations. The units of competency cover essential work, health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. The qualification is built around basic construction project units that integrates the skills and embeds the facets of employability skills in context.

### Credit for the Queensland Certificate of Education

Credits awarded for partial completion of the Certificate II will be based on the percentage of competencies attained (25%, 50%, and 75%). Students will receive a Statement of Attainment for partial completion of the qualification or a Certificate if all units are satisfactorily completed.

### Course Structure

This course will be delivered as a stand-alone VET certificate course delivered by qualified trainers & assessors at the College. Students are not required to undertake work experience; however, they are strongly encouraged to participate in industry placement and/or undertake a school-based apprenticeship. Students will be required to undertake and submit a range of assessment pieces including online, paper-based and practical assessments. Students need to be prepared to commit to the extra study hours to fulfil the requirements of this course. This is a two-year course. Students entering the program late may not complete the qualification and will be issued with a Statement of Attainment for completed units. Students will be required to complete the White Card please refer to the table on Page 40 for these individual costings.

### Uniform Requirements

There is a safety requirement for students undertaking this course to supply the following uniform as outlined in the College's Uniform and Grooming Policy. This uniform consists of navy drill pants, a black or brown belt with a small buckle is permitted, long sleeved green FLC shirt, and safety cap boots. This uniform can be worn throughout the entire day, depending on other subject clothing requirements.

### Selection Advice

No prior knowledge of the Construction Industry is required for this subject. Due to workplace health and safety conditions and the use of construction trade machinery during this course, there will be a limited intake of students.

The course requires individual effort in reading, writing and ability to follow instructions. Students should be proficient in these areas. A moderate level of fitness will be required to perform practical activities. Adherence to Sun Safe Policies and Workplace Health and Safety will be essential for continuation in this program.

# Vocational Education and Training (VET)



**Axial Training**  
RTO Number: 2437

*This information was correct at time of publication  
but subject to change, please see:  
<https://training.gov.au/Training/Details/UEE22011>*

## Certificate II in Electrotechnology – Career Start (UEE22020)

**QCE: 4pts**

All the Core competency standard units defined in the Core Competency Standard Units table below and a combination of Elective competency standard units to a total of 410 weighting points comprising: 270 core weighting points listed below; plus 140 general elective weighting points in accordance with the Elective Competency Standard. Units of competency include:

CPCCWHS1001	Prepare to work safely in the construction industry (White Card)
UEECD0007	Apply work health and safety regulations, codes and practices in the workplace
UEECD0009	Carry out routine work activities in an energy sector environment
UEECD0021	Identify and select components, accessories and materials for energy sector work activities*
UEECD0038	Provide solutions and report on routine electrotechnology problems
UEECD0046	Solve problems in single path circuits
UEECD0052	Use routine equipment/ plant/ technologies in an energy sector environment
UEERE0021	Provide basic sustainable energy solutions for energy reduction in residential premises
UEECD0034	Produce routine tools/ devices for carrying out energy sector work activities*
ICTICT214	Operate application software packages
UEERL0001	Attach cords and plugs to electrical equipment for connection to a single phase 230 Volt supply
UEERE0001	Apply environmentally and sustainable procedures in the energy sector.
UEECD0035	Provide basic instruction in the use of electrotechnology apparatus
UEECO0002	Maintain documentation

Axial Training's Certificate II in Electrotechnology serves as a foundational step into the electrical industry. Known as a pre-apprenticeship, this program offers hands-on projects to help you build a diverse skill set essential for various roles within the electrical trades. It provides the practical skills needed for safe, basic electrotechnology work, including troubleshooting in extra-low voltage single and multiple-path DC circuits. You'll also cover environmentally sustainable practices, along with selecting and using materials, tools, and components specific to electrical work.

Completing this course opens up pathways to an apprenticeship in fields such as electrical cabling, equipment, instrumentation, switchgear, telecommunications, air conditioning and refrigeration, or renewable/sustainable energy.

### Credit for the Queensland Certificate of Education

The qualification contains 13 units of competency and completion of all 13 units will learn a student 4 credit points towards the Queensland Certificate of Education (QCE). Credits awarded for partial completion of the Certificate II will be based on the percentage of competencies attained (25%, 50%, and 75%). Students will receive a Statement of Attainment for partial completion of the qualification or a Certificate if all units are satisfactorily completed.

### Course Structure and Cost

The program is delivered on campus by a Faith Lutheran College trainer; however, a partner Registered Training Organisation will have the responsibility for overseeing the training and assessment, compliance, reporting and recording of student results for this qualification. Students will be required to undertake and submit a range of assessment pieces including online, paper-based and practical assessments.

Students need to be prepared to commit to the extra study hours to fulfil the requirements of this course. This is a two-year course, students entering the program late may not complete the qualification and will be issued with a Statement of Attainment for completed units. There is an additional cost for the Construction White Card that is not covered by the VETIS funding. *Please refer to Page 40 for costings.*

### Uniform Requirements

There is a safety requirement for students undertaking this course to supply the following uniform as outlined in the College's Uniform and Grooming Policy. This uniform consists of navy drill pants, a black or brown belt with a small buckle is permitted, long sleeved green FLC shirt, and safety cap boots. This uniform can be worn throughout the entire day, depending on other subject clothing requirements.

### Selection Advice

No prior knowledge of the Electrical Industry is required for this subject. This course requires a high standard of competence with reading, writing and mathematics, being able to follow instruction. A moderate level of fitness will be required to perform practical activities. Adherence to Sun Safe Policies and Workplace Health and Safety will be essential for continuation in this program.

*\*Please note if you plan on undertaking a School Based Apprenticeship or an Apprenticeship in electrotechnology after school, you are required to obtain a pass mark for both semesters in Year 10 in English, Maths and Science. This course is funded through the VETIS scheme. You will also have to undertake a Language, Literacy and Numeracy test as part of your acceptance of the course. [Click here for an example of a LLN test.](#)*

# Vocational Education and Training (VET)



Faith Lutheran College Plainland  
RTO Number: 30698

*This information was correct at time of publication  
but subject to change, please see:  
<http://training.gov.au/Training/Details/MEM20422>*

## Certificate II in Engineering Pathways (MEM20422)

**QCE: 4pts**

The qualification is intended for people interested in an engineering or related working environment with a view to entering employment in that area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment. Further training pathways from this qualification include MEM Training Package Certificate III qualifications or other relevant qualifications.

To achieve this qualification, the student must demonstrate competency in 12 units of competency consisting of 4 core units and 8 elective units:

MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industry
MEMPE006	Undertake a basic engineering project
MSAENV272	Participate in environmentally sustainable work practices
MEM16006	Organise and communicate information
MEM18001	Use hand tools
MEM18002	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEM11011	Undertake manual handling
MEMPE004	Use fabrication equipment
MSAPMSUP106	Work in a team

This nationally recognised qualification is delivered by Faith Lutheran College, Registered Training Organisation 30698, and a qualified trainer and assessor. This qualification applies to a learning and assessment environment where access to structured on-the-job learning in a workplace may not be available. This qualification is only for delivery in learning institutions.

### Credit for the Queensland Certificate of Education

The successful completion of all 12 units of competency will earn a student 4 points in total towards the Queensland Certificate of Education (QCE). Credits awarded for partial completion of the Certificate II will be based on the percentage of competencies attained (25%, 50%, and 75%). Students will receive a Statement of Attainment for partial completion of the qualification or a Certificate if all units are satisfactorily completed.

### Course Structure

This course will be delivered as a stand-alone VET certificate course delivered by qualified trainers and assessors at the College. Students are not required to undertake work experience; however, they are strongly encouraged to participate in industry placement and/or undertake a school-based apprenticeship. Students will be required to undertake and submit a range of assessment pieces including online, paper-based and practical assessments.

Students need to be prepared to commit to the extra study hours to fulfil the requirements of this course. This is a two-year course. Students entering the program late may not complete the qualification and will be issued with a Statement of Attainment for completed units.

### Uniform Requirements

There is a safety requirement for students undertaking this course to supply the following uniform as outlined in the College's Uniform and Grooming Policy. This uniform consists of navy drill pants, a black or brown belt with a small buckle is permitted, long sleeved green FLC shirt, and safety cap boots. This uniform can be worn throughout the entire day, depending on other subject clothing requirements.

### Selection Advice

No prior knowledge of the Engineering Industry is required for this subject. The course requires individual effort in reading, writing and being able to follow instructions and students should be proficient in these areas. A moderate level of fitness will be required to perform practical activities. Adherence to Sun Safe Policies and Workplace Health and Safety will be essential for continuation in this program.

# Vocational Education and Training (VET)



**Binnacle Training**  
RTO Number: 31319

## Certificate II in Sport Coaching (SIS20321) and Certificate III in Fitness (SIS30321)

**QCE: 8pts**

Binnacle Training (RTO Code: 31319) is the Registered Training Organisation for this qualification. The qualification is delivered by qualified Faith Lutheran College trainer and assessors at Faith Lutheran College, Plainland.

**QCE Credits:** Successful completion of the Certificate III in Fitness contributes a maximum of eight (8) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE. This program also includes the following:

- First Aid qualification and CPR certificate; plus coaching accreditation.
- A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer).

The **Certificate II** provides a pathway to work in assistant coaching roles working or volunteering at community based sports clubs and organisations in the Australian sport industry.

Individuals with this qualification use a range of basic coaching skills to engage participants in a specific sport. They work under the supervision of a coach.

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

The **Certificate III** 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

HLTAID011	Provide First Aid
SIRXWHS001	Work safely
SISSCO002	Work in a community coaching role
SISSCO001	Conduct sport coaching sessions with foundation level participants
BSBPEF302	Develop self-awareness
BSBTWK201	Work effectively with others
SISXEMR001	Respond to emergency situations
HLTWHS001	Participate in workplace health and safety
SISXIND011	Maintain sport, fitness and recreation industry knowledge

BSBSUS211	Participate in sustainable work practices
SISXCCS004	Provide quality service
SISXEMR001	Respond to emergency situations (SISXEMR003)
BSBPEF301	Organise personal work priorities
BSBOPS304	Deliver and monitor a service to customers
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT052	Provide healthy eating information
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise

### Course Length and Cost

The duration of this course is 7 terms. The Certificate II component is VETiS eligible, the qualification also requires First Aid and CPR. Please refer to the table on Page 40 for the fee combination breakdown. (*Prices correct as of March 2025*).

### Learning and Assessment

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).

**NOTE: This program involves a mandatory 'outside subject'.** All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (approx. 40 hours).

### Entry Requirements

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.

### Selection Advice

Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

### Program Disclosure Statement (PDS)

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

[Click here to access Binnacle's PDS.](#)

# Vocational Education and Training (VET)



Connect 'n' Grow®  
RTO Number: 40518

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

**QCE: 4-8pts**

### Course Length

This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow® (RTO 40518).

BSBINS201	Process and maintain workplace information
BSBOPS203	Deliver a service to customers
BSBPEF202	Plan and apply time management
CHCCCS010	Maintain a high standard of service
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
CHCPRP005	Engage with health professionals and the health system
CNG43	2025 Cert II HLT23221 Schools Student Induction
HLTHSS009	Perform general cleaning tasks in a clinical setting
HLTHSS011	Maintain stock inventory
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTWHS001	Participate in workplace health and safety
HLTWHS005	Conduct manual tasks safely
BSBMED301	Interpret and apply medical terminology appropriately
HLTAAP001	Recognise healthy body systems
BSBPEF301	Organise personal work priorities
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation
HLTAID010	Provide basic emergency life support
CHCINM002	Meet community information needs
CHCCCS009	Facilitate responsible behaviour
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

### Qualification Description

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study.

Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.

### 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.

### Course Structure

Students will be required to undertake and submit a range of assessment pieces and be prepared to commit to the extra study hours to fulfil the requirements of this course. Throughout the course, compulsory all day incursions are used for specialist trainers to cover essential skills and knowledge within the health sector.

### 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 to Further Study

Potential options may include:

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

### Fees

The total Fee For Service cost of these courses [Cert II and Cert III] is as per table on Page 40.

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

*(Prices correct as at March 2025)*

### Volume of Learning and Product Disclosure

This subject outline is to be read in conjunction with Connect 'n' Grow® Volume of Learning and Program Disclosure. This sets out the services and training products Connect 'n' Grow® provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).

To access Connect 'n' Grow® Volume of Learning and Product Disclosure, visit:

[Volume of Learning & Product Disclosure - Connect 'n' Grow \(connectngrow.edu.au\)](http://connectngrow.edu.au)

# Vocational Education and Training (VET)



Blueprint Career Development Pty Ltd  
RTO Number: 30978

## Certificate II (SIT20322) and III in Hospitality (SIT30622)

**QCE: up to 8pts**

The College will be partnering with Blueprint Career Development (RTO 30978) and assisting students to work towards the SIT20322 Certificate II and SIT30622 Certificate III in Hospitality.

### Certificate II (SIT20322)

This qualification is perfect for school students who are just getting started in hospitality. It develops basic skills to handle routine operational tasks, all under direct supervision. The program goes beyond the classroom, immersing students in thrilling real-world experiences. They will dive into hands-on projects and activities that connect them with their school's dynamic community while simulating actual business and hospitality settings. It's an adventure waiting to happen!

BSBTWK201	Work effectively with others
SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices
SITHFAB021	Provide Responsible Service of Alcohol
SITHFAB025	Prepare and serve espresso coffee
SITHCCC025	Prepare and present sandwiches
SITHGAM022	Provide responsible gambling services
HLTAID011	Provide First Aid

### Certificate III (SIT30622)

Develop legendary service skills, industry smarts and the confidence to shine in places like restaurants, hotels, cafes, bars or even industrial food production operations – anywhere in the world!

This qualification is crafted for school students eager to elevate their customer care abilities and industry know-how. It shapes them into savvy professionals, blending personal judgment with wisdom from seasoned mentors for an exceptional learning journey. This program extends beyond the traditional classroom, plunging students into exhilarating real-life experiences.

Students will engage in hands-on projects and activities that link them to their school's vibrant community, offering a taste of authentic business and hospitality environments.

This program also includes the following:

- Develop key competencies for immediate employability in a licensed venue – RSA & RSG
- Engage in a minimum of 36 hospitality service periods
- Exclusive access to our immersive learning environment – Bluey's Café
- Student opportunities to take part in a 5-star Hospitality Experience Program

SITHIND008	Work effectively in the hospitality service
SITXCCS014	Provide service to customers
SITXHRM007	Coach others in job skills
SITXCCS010	Provide visitor information
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHCCC024	Prepare and present simple dishes
BSBCMM211	Apply Communication Skills
HLTAID009	Provide cardiopulmonary resuscitation

### Selection Advice

This course offers you the chance to discover the various exciting career pathways in hospitality. Either qualification will provide you with the essential skills and knowledge to join the hospitality industry in an entry level position. Please note it is a mandatory component of your training that 12 live service shifts are completed in the Cert II (and 24 shifts in the Cert III). This could be a combination of shifts in the training restaurant and an organised placement in Industry. This will require you to complete your service shifts outside of class days and times including nights and weekends.

The successful achievement of this qualification requires you to complete all 15 Units (7 core and 8 elective units) and you will also be required to undertake 36 complete shifts of vocational placement in an approved setting. Students can continue their studies for the SIT30622 – Certificate III in Hospitality with credits from the SIT20322 – Certificate II in Hospitality.

The Certificate II is potentially funded under the VETiS program. The Certificate III is Fee For Service and the Qualifications require a current First Aid certificate. Please see page 40 for further details.



# Vocational Education and Training (VET)



SDS Training and Security Pty Ltd  
RTO Number: 31982

## Certificate II & III in Rural Operations (AHC21216 & AHC32816)

**QCE: Up to 8pts**

### Units of Competency

To be awarded the Certificate II, competency must be demonstrated in 15 units of competency, consisting of 3 core units and 12 elective units. The program is delivered on campus in partnership with SDS Training by Faith Lutheran College and SDS trainers and assessors. SDS Training is a Registered Training Organisation (RTO Number 31982).

The Certificate II in Rural Operations is VETiS eligible. The Certificate III in Rural Operations is Fee For Service. Please see page 40 for further details.

### Certificate II (AHC21216)

AHCWRK204	Work effectively in the industry
AHCWRK209	Participate in environmentally sustainable work practices
AHCWHS201	Participate in work health and safety processes
AHCMOM204	Undertake Operational Maintenance of Machinery
AHCINF206	Install, maintain and repair farm fencing
AHCMOM213	Operate and Maintain Chainsaws
AHCLSK202	Care for the Health and Welfare of Livestock
AHCLSK205	Handle Livestock using Basic Techniques
AHCLSK209	Monitor Water Supplies
AHCLSK211	Provide Feed for Livestock
AHCMOM203	Operate Basic Machinery and Equipment
AHCMOM202	Operate Tractors
AHCMOM216	Operate Side by Side Vehicle
AHCMOM217	Operate Quad Bikes
AHCPMG201	Treat weeds

### Certificate III (AHC32816)

AHCWHS301	Contribute to work health and safety processes
AHCWRK309	Apply environmentally sustainable work practices
AHCWRK305	Coordinate Work Site Activities
AHCCHM307	Prepare & Apply Chemicals to Control Pest, Weeds & Diseases
AHCPMG301	Control Weeds
AHCCHM304	Transport and Store Chemicals
AHCBIO303	Apply Biosecurity Measures
AHCMOM304	Operate Machinery & Equipment

### Length of course

To complete the Certificate II and III qualification requires a student to commit studying these qualification for three years starting in the second year of Exploration (Year 10). The course is structured to complete the Certificate II qualification over the first two years and the Certificate III qualification over the third year. Students that start the qualification during the first year of Graduate Phase (Year 11) may only complete the Certificate II qualification.

### Pathways to further study

Further training pathways from this qualification include, but are not limited to, Certificate III in Agriculture, Certificate III in Production Horticulture and Certificate III in Horticulture. This qualification can lead to multifunctional job roles that suit regional areas of Australia.

Students can continue their studies for the AHC32816 – Certificate III in Rural Operations with credits from the Cert II Rural Operation. Eight additional units will be completed for this qualification.

This qualification provides an occupational outcome in agriculture, horticulture and conservation land management and other related industries. Depending on the units selected individuals will be able to seek employment not only in rural industries but also other industry sectors, such as local government, tourism, hospitality, transport, construction, information technology and metals.

### Uniform Requirements and Costs

There is a safety requirement for students undertaking this course to have the designated College Agriculture Uniform and steel cap boots.

# Vocational Education and Training (VET)



**Binnacle Training**  
RTO Number: 31319

## Certificate II (SIS20122) and III in Sport and Recreation (Dual Qualification) (SIS30122)

**QCE: Up to 8 pts**

Binnacle Training (RTO Code: 31319) is the Registered Training Organisation for this qualification. The qualification is delivered by qualified trainers and assessors at Faith Lutheran College, Plainland.

### Why study the Certificate III in Sport and Recreation?

This qualification reflects the role of individuals with well developed skills and knowledge to deliver recreational services.

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

- › Officiating games
- › Conducting coaching sessions
- › Community sport, fitness and recreation programs

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

### QCE Credits

Successful completion of the Certificate III in Sport and Recreation contributes a maximum of seven credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE.

This program also includes the following:

- First Aid qualification and CPR certificate;
- Officiating and coaching accreditations (general principles or sport-specific)
- A range of career pathway options including club level official and/or coach, or pathway into Certificate IV or Diploma (e.g. Sport or Fitness).

### Course Length and Cost

The duration of this course is seven terms. The cost of this qualification is outlined in the table on Page 40. There is also a requirement for First Aid and CPR for a successful completion of the qualification.

HLTAID011	Provide First Aid
BSBPEF302	Develop self-awareness
SISXIND011	Maintain sport, fitness and recreation knowledge
BSBTWK201	Work effectively with others
BSBPEF301	Organise personal work priorities
SISSCO001	Conduct sport coaching sessions with foundation level participants
SISSPAR009	Participate in conditioning for sport
SISOFLD001	Assist in conducting recreation sessions
BSBPEF202	Plan and apply time management

SISXPLD004	Facilitate groups
BSBSUS211	Participate in sustainable work practices
BSBWHS308	Participate in WHS hazard identification, risk assessment and risk control processes
HLTWHS001	Participate in workplace health and safety SISXIND009 Respond to interpersonal conflict
SISXFAC006	Maintain activity equipment
SISXPLD002	Deliver recreation sessions
SISXCCS004	Provide quality service
SISXEMR003	Respond to emergency situations
BSBPEF201	Support personal wellbeing in the workplace
HLTAID009	Provide cardiopulmonary resuscitation

### Learning and Assessment

What do students achieve:

- SIS30122 Certificate III in Sport, Aquatics and Recreation (max. 6 QCE Credits). Completing the 'Term 7 Part 2 Add-On' as well can result in a maximum 8 QCE Credits.
- Entry qualification: SIS20122 Certificate II in Sport and Recreation (only in Dual Qualification).
- The nationally recognised First Aid competency – HLTAID011 Provide First Aid.
- Community Coaching – Essential Skills Course (nonaccredited), issued by Australian Sports Commission.
- A range of career pathway options including Club Level Official and/or Coach.
- Successful completion of the Certificate III in Sport, Aquatics and Recreation may contribute towards a student's Australian Tertiary Admission Rank (ATAR)
- Skills acquired: Officiating games or competitions; Coaching beginner participants to develop fundamental skills; Effective communication skills › Use digital technologies in sports environments.

### Entry Requirements

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.

### Selection Advice

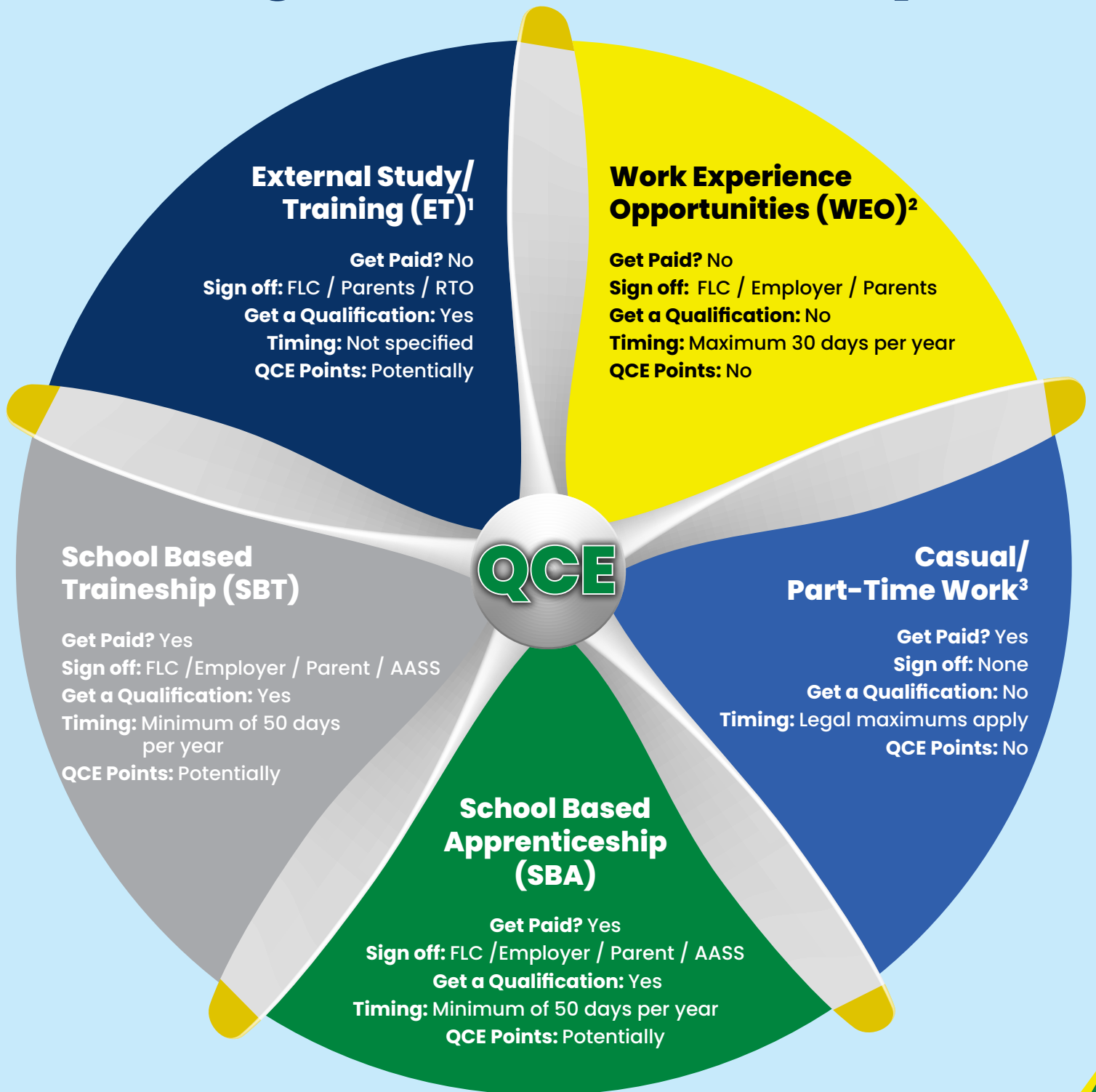
Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

### Program Disclosure Statement (PDS)

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

[Click here to access Binnacle's PDS](#) and select 'RTO Files'.

# Working While I Achieve My QCE



## Things to consider:

**QCE** – how will I include this and still achieve my QCE?

**Transport** – how will I get there? How will I get home?

**AASS** – Australian Apprentice Support Service provider

**For more information, come and see the VET Manager and/or the Careers Advisor**

For more information, visit:

[www.qld.gov.au](http://www.qld.gov.au) | [www.business.qld.gov.au](http://www.business.qld.gov.au) | [www.education.qld.gov.au](http://www.education.qld.gov.au)

<sup>1</sup> Can be online, in person or hybrid. Will probably be Fee-for-Service.

<sup>2</sup> Need Risk Assessment. Not with immediate family.

<sup>3</sup> Cannot be during school hours (8am-4pm) on a school day.  
 Maximum hours: on a school day – 4 hours; on a non-school day – 8 hours;  
 during a school week – a total of 12 hours; during a non-school week – a total of 38 hours.



**Faith**  
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 PLAINLAND

