Sarina
STATE HIGH SCHOOL

2027 YEAR 10 COURSE GUIDE

www.sarinashs.eq.edu.au

Contents

Key Contact Details ……..4
Introduction …….. 5
How to use this Guide ……..…….5
How do I Choose my Subjects …….5
Categories of Subjects ……...6
Useful Resources ……6
Senior Courses, 21st Century Skills & Job Clusters …….. 7
Queensland Certificate of Education (QCE) ……...7
Queensland Certificate of Individual Achievement (QCIA) …….. 11
Australian Tertiary Admission Rank (ATAR) Eligibility …… 11
VETiS – Vocational Education & Training in Schools ……11
Year 10 Subject Selection …….. 13
Prerequisite Guidelines ……..14
Year 10 Subject Information ……..16
QCE Credit and Duplication of Learning ……..... 18
VET Qualifications ……...18

Core Subjects

English …….. 19
English Extension ……20
English – Semester 2 …….. 21
English Foundation - Semester 2 ……22
Mathematics ……....23
Mathematics Extension ……..24
Science ……..... 25
Science Extension A – Living Science ……. 26
Science Extension B – Chemical & Physical Science ***Term 4 only*** …….. 27
Science Foundation ……....28
Short Course in Career Education ……29
Certificate II in Active Volunteering (CHC24015)……30
Certificate II in Financial Services (FNS20120) ……31
Certificate II in Skills for Work and Vocational Pathways (FSK20119)……32

Elective Subjects

Certificate I in Agriculture (AHC10222) ……...33
Certificate I in Animal Care Industry Pathways (ACM10121)…….....34
Certificate I in Manufacturing (Pathways) (MSM10216) ……...35
Certificate III in Business (BSB30120) & Certificate II in Tourism (SIT20125) ……..36
Certificate II in Health Support Services (HLT23221) ……38
Certificate II in Outdoor Recreation (SIS20419) ……40
Course in Initial General Education for Adults (22688VIC) ……..42
Certificate I in General Education for Adults (Introductory) (22689VIC) ……43
Certificate I in General Education for Adults (22690VIC) ……..44
Certificate II in General Education for Adults (22691VIC) ……45
Drama ……...46
Economics and Business ……...47
Food Specialisations ……... 48
Geography ……49
History ……...50
Japanese ……..51
Materials and Technologies Specialisations …….. 52
Music ……..... 53
Health & Physical Education ……54
Recreation and Sport Program …….....55
Short Course Literacy …….....56
Short Course Numeracy …… 57
Virtual Learning Academy …… 58
Visual Arts …… 59

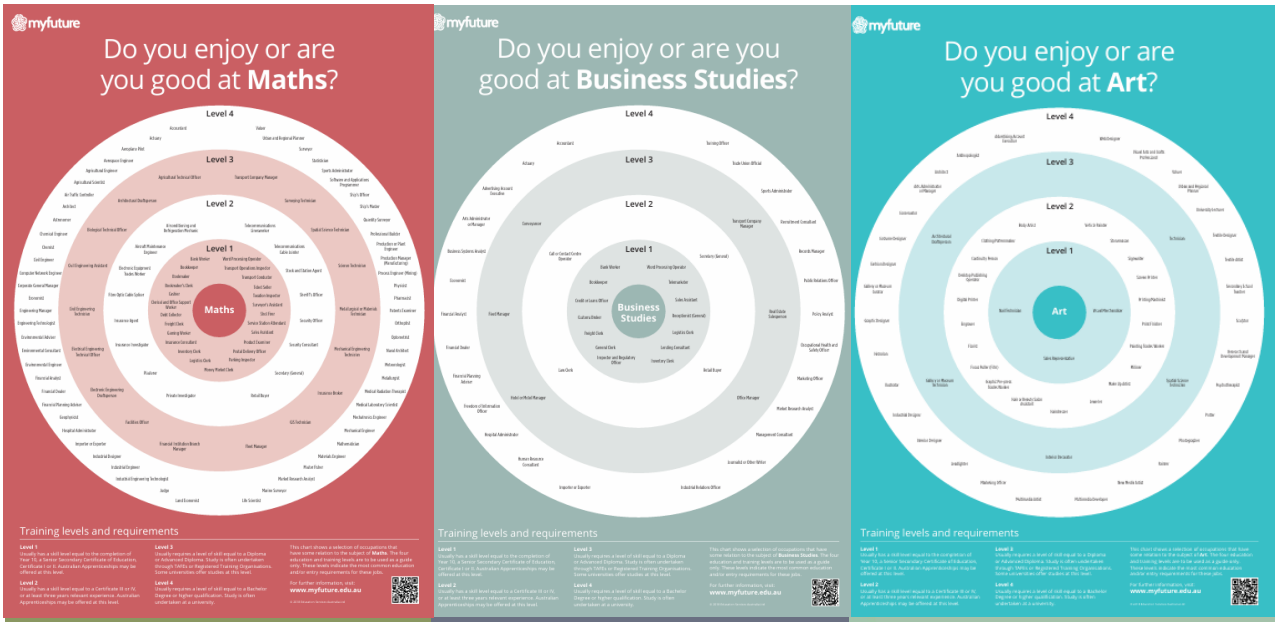
This information and pricing is correct at date of publication and is subject to change. Subjects listed may not be offered in 2027 due to student demand. Enrolment in the vocational qualifications and accredited courses listed will be subject to the DTET final publication of the 2027 Career Ready VETiS funded qualifications. Sarina State High School will finalise its delivery arrangements with SAS (Skills Assure Supplier) contracts before confirming Career Ready VET enrolments for 2027.

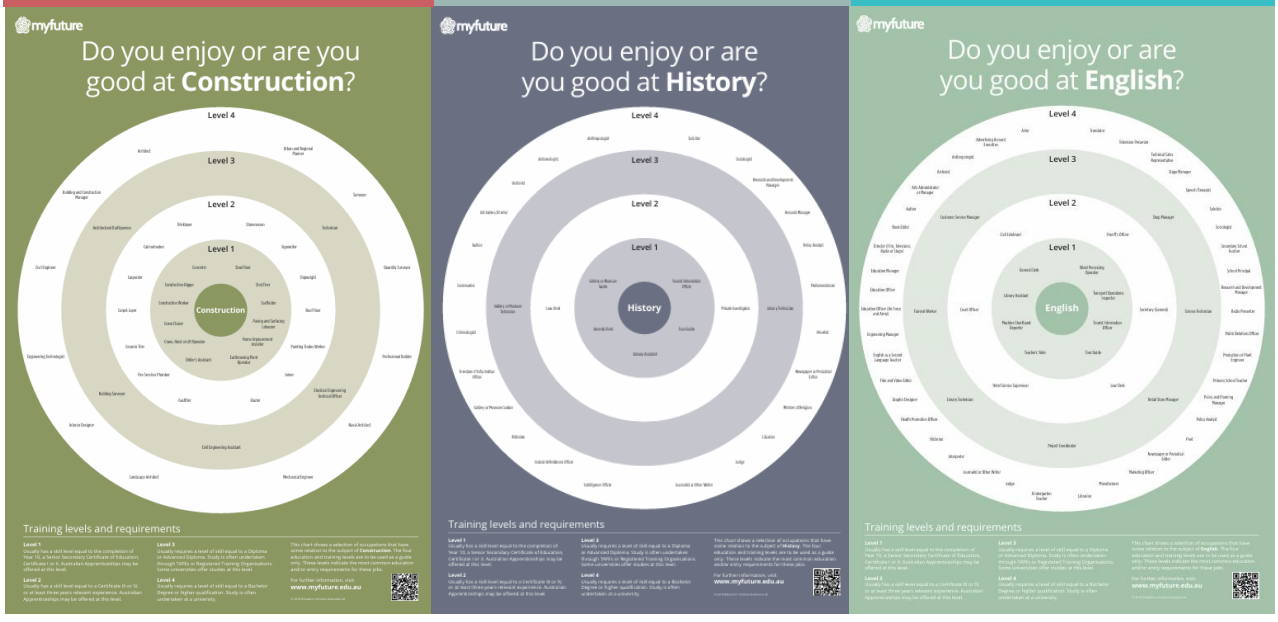
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Source: https://myfuture.edu.au/bullseyes





Introduction

At Sarina State High School, our goal is for each student to have a meaningful pathway and to establish the foundations for a successful future. The school is committed to challenging students at all levels and assisting them in setting and attaining realistic personal academic goals. The school will also support and guide students in selecting and attaining credentials from a variety of pathways for successful transition post school.

The Year 10 curriculum provides a link between the Junior and Senior School, helping students to succeed in Years 11 and 12. At Sarina State High School, Year 10 is designed to provide students with a solid base for the knowledge, understanding and ways of working needed for the Senior subjects. To provide a targeted foundation for Senior, the Year 10 curriculum has been designed as preparatory courses for Senior subjects or foundational courses for VET qualifications.

This Course Guide provides a summary of courses offered in the Year 10 program to assist students in planning their pathway.

How to use this guide

This Course Guide is a resource to plan your senior education pathway. It will provide you with information regarding this phase of your secondary schooling, including subject selection, qualifications and tertiary entrance.

Contained in this guide are outlines of the courses offered at Sarina State High School for students transitioning to Year 10 in 2027. **Please note that courses will only run where sufficient student numbers exist for the classes. This decision is at the discretion of the school.**

How do I choose my subjects?

To maximise your performance and reach your goals, you should study the subjects that you enjoy and in which you excel. It is a good idea to keep your options open by taking prerequisite subjects, however, if you choose subjects that you find too difficult, or that are not suited to you, you may reduce your results. This can impact on the ATAR you achieve. If a university or TAFE course you are interested in has a prerequisite subject you find too difficult at school, you should think about how you will be able to achieve what is required by that course at university level.

Important questions to consider when choosing a pathway and selecting subjects:

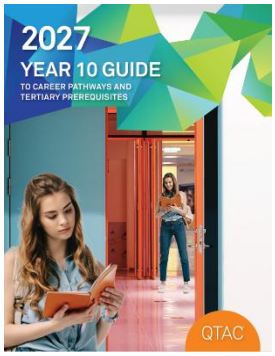
- What subjects do I enjoy?
- In which subjects do I perform well?
- What are the possible pathways I am considering for the future?
- What are the possible university courses I am interested in pursuing?
- Am I interested in pursuing a trade or apprenticeship?
- What subjects do I need as tertiary prerequisites?

More information: https://www.qtac.edu.au

DO NOT choose your subjects for the following reasons:

1. "My friend is taking that subject."
   There is a possibility that there will be several classes in a subject, so even if you are doing the same subjects, you will not necessarily be in the same class.
2. "I do/don't really like the teacher."
   There is no guarantee that you will have any particular teacher.
3. "Someone told me that the subject is fun (or easy, or interesting)."
   It may be enjoyable/easy/interesting for someone but not necessarily for you. Make up your own mind based on what you enjoy.
4. "Someone told me that the subject is boring." See point 3.
5. "Someone told me that I do/don't need that subject for the course I want to take at university."

Check tertiary prerequisites: 2027 Year 10 Guide to Career Pathways and Tertiary Prerequisites or see the Guidance Officer.



If you have not already, discuss the answers to these questions with your parents/carers, a Guidance Officer or Deputy Principal. You may wish to write down your answers for reference when making your subject selections.

Categories Of Subjects

Senior Subjects (Year 11 and 12) are grouped into four categories:

Applied Subjects: 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. Applied subjects contribute to the QCE and may contribute to ATAR calculations (a maximum of 1 Applied subject or Vocational Qualification (Certificate III) can contribute to ATAR calculations).

General Subjects: General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects contribute to the QCE, have an external assessment component and may contribute to ATAR calculations.

Extension Subjects (available option for Year 12 students): Extension subjects are extensions of the related General subjects. Extension subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. Extension subjects contribute to the QCE, have an external assessment component and may contribute to ATAR calculations.

Short Course Syllabuses: Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

Additional Learning Options: The flexibility of the Queensland Certificate of Education allows students to embrace a number of different pathways to education and training while still attending school. Additional Learning Options are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. Additional Learning Options contribute to the QCE and may contribute to ATAR calculations (a maximum of 1 applied subject or Vocational Qualification (Certificate III) can contribute to ATAR calculations).

Useful resources

The following is a list of resources that students can access to assist them to plan for their future studies.

Examine career pathways and learning areas via myfuture. The myfuture website is developed by Education Services Australia.

- myfuture Career Profile: http://myfuture.edu.au/login
- myfuture Career Bullseyes: https://myfuture.edu.au/bullseyes

Explore the Queensland curriculum and available subjects through the Queensland Curriculum and Assessment Authority (QCAA) website.

- QCAA website: https://www.qcaa.qld.edu.au

Investigate the 24 Character Strengths, which may help with understanding personality traits. This resource is developed by the VIA Institute on Character.

- 24 Character Strengths: http://www.viacharacter.org/character-strengths

View details and requirements about tertiary courses and institutions through the Queensland Tertiary Admissions Centre (QTAC) website.

- QTAC website: https://www.qtac.edu.au

Investigate 21st Century Skills and what they mean for study and career pathways. The 21st Century Skills are developed by Applied Educational Systems. Website/URL details for the above hyperlinks

- 21st Century Skills: http://www.aeseducation.com/career-readiness/what-are-21st-century-skills

- Australian Apprenticeships and Traineeships – https://www.australianapprenticeships.gov.au/

- Australian Apprenticeship Support Network providers
    - ACE Apprenticeship Centre
    - BUSY At Work
    - MEGT

Senior Courses, 21st Century Skills and Job Clusters

The employment landscape is ever-changing. The rapidly changing world of work requires young people today to rethink the skills they need to build a successful career and thrive in the future. By understanding the skills and capabilities that will be most portable and in demand in the new economy, young people can work to equip themselves for the future of work more effectively. Our mindset needs to shift to reflect a more dynamic future of work where linear careers will be far less common and young people will need a portfolio of skills and capabilities, including career management skills to navigate the more complex world of work.

Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements. The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements at the completion of Year 12. QCE eligibility Sarina State High School aims for all students completing Year 12 to attain a QCE as a minimum qualification standard. The Queensland Certificate of Education (QCE) qualification will be awarded to eligible students by the Queensland Curriculum and Assessment Authority (QCAA). The QCE offers flexibility in what, where and when students learn. This means that not all learning needs to take place at school. The QCE recognises broad learning options – academic, vocational education, workplace learning and university subjects. Different types of learning attract different numbers of credits.

Your pathway to a QCE

Your learning. Your future. Your choice.



Planning in Year 10 sets you up for success in Year 11 and 12.

WHAT IS A QCE?

The Queensland Certificate of Education (QCE) is Queensland's senior secondary qualification.

Students working towards a QCE can choose from a wide range of learning options to suit their interests and career goals.

TO RECEIVE A QCE, YOU MUST ACHIEVE...

20 CREDITS — SET AMOUNT

20 credits from learning options, including:

- QCAA subjects or courses
- vocational education and training qualifications
- non-Queensland studies
- recognised studies.

SET STANDARD

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

SET PATTERN

12 credits from completed Core courses of study

and

8 credits from any combination of:

- Core courses of study
- Preparatory courses of study (maximum 4)
- Complementary courses of study (maximum 8).

abc — LITERACY AND NUMERACY REQUIREMENTS

Students must meet literacy and numeracy requirements through one of the available learning options.

ACADEMIC INTEGRITY REQUIREMENT

Students must meet the academic integrity requirement for the QCE by completing one of the available course options.

Be honest. Give credit. Do your best.

ACADEMIC INTEGRITY MEANS:

- Acting with honesty
- Showing trust and respect
- Being fair and responsible

EXAMPLES OF LEARNING OPTIONS

QCAA SUBJECTS OR COURSES
General subjects, Applied subjects and Short Courses.

VOCATIONAL EDUCATION AND TRAINING (VET)
Nationally recognised qualifications and certificates.

NON-QUEENSLAND STUDIES
Studies completed interstate or overseas.

RECOGNISED STUDIES
Studies recognised by QCAA that contribute to your QCE.

WHY IT MATTERS

- A QCE opens doors to university, TAFE, apprenticeships, and exciting career opportunities.
- The choices you make now will shape your future!

START PLANNING TODAY!

Talk to your teachers, school guidance officer and family to choose the right pathway for you.

For more information about the QCE, visit **www.qcaa.qld.edu.au/senior/qce**

QCAA
Queensland Curriculum & Assessment Authority

Students in Queensland are issued with a Senior Education Profile upon completion of Year 12. For more detailed information regarding QCAA requirements, including the Senior Statement, you can visit https://www.qcaa.qld.edu.au/senior/senior-qce.

To meet the literacy and numeracy requirement for the QCE:

Satisfactorily complete at least one unit of both English and Mathematics	
Literacy • English • Literature • Essential English	**Numeracy** • General Mathematics • Mathematical Methods • Specialist Mathematics • Essential Mathematics
Short Courses	
• Literacy	• Numeracy

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. To meet the set pattern requirement for a QCE, at least **12 credits must be accrued from completed Core courses** of study. The remaining eight credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

Course	QCE credits per course
Core: At least 12 credits must come from completed Core courses of study	
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	up to 4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA
Preparatory: A maximum of 4 credits can come from Preparatory courses of study	
QCAA Short Courses	up to 1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA
Complementary: A maximum of 8 credits can come from Complementary courses of study	
QCAA Short Courses • QCAA Short Course in Career Education	up to 1
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA



QCE learning options

With hundreds of course combinations available, you can choose the Queensland Certificate of Education (QCE) learning options that are right for you.

Course type	QCE category	QCE credit	ATAR
General subjects General subjects primarily prepare you for tertiary study, further education and training and work.	Core	Up to 4 per course	All subjects may contribute
Applied subjects Applied subjects focus on practical skills and prepare you for work.	Core	Up to 4 per course	Only 1 may contribute when combined with 4 General subjects
Short Courses Short Courses provide a foundation for further learning in a range of areas.	Preparatory or Complementary depending on course	1 per course	Short Courses do not contribute
Vocational education and training (VET) VET qualifications develop your skills and get you ready for work through practical learning. VET can also lead to further education and training.	Core, Preparatory or Complementary depending on course	Up to 8 per course	Only 1 may contribute at Certificate III level or higher, when combined with 4 General subjects
Other courses Other courses allow you to study a specific area of interest. These include recognised certificates and awards, and university subjects studied while at school.	Core, Preparatory or Complementary depending on course	As recognised by QCAA	Check with QTAC depends on course

Where will your QCE take you?

Talk with your school about available courses, then explore your options and find your pathway at **myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway**.

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

For all Queensland schools

Queensland Certificate of Individual Achievement (QCIA)

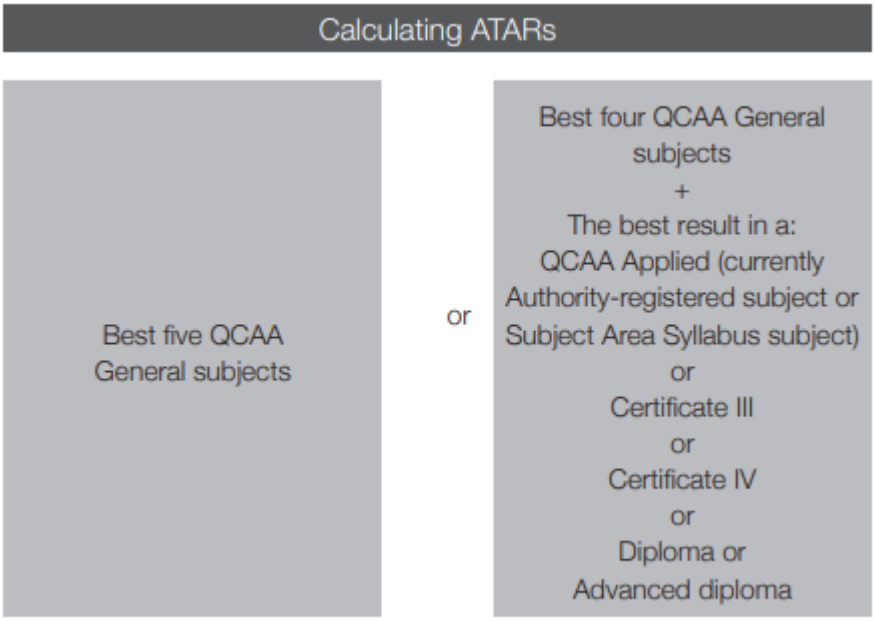
The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

Australian Tertiary Admission Rank (ATAR) What is an ATAR?

- The ATAR is a fine-grained rank order of students.
- It is a number between 0.00 and 99.95 with increments of 0.05.
- The ATAR is commonly used in other states and territories of Australia. Calculating ATARs The Queensland Tertiary Admissions Centre (QTAC) is responsible for calculating students' ATARs.

QTAC will calculate ATARs based on either:

- a student's best five General subject results, OR
- a student's best results in a combination of four General subject results, plus one applied learning subject result OR VET qualification.



ATAR eligibility will require **satisfactory completion of a QCAA English subject**. Satisfactory completion will require students to attain a result that is equivalent to a **C or above in one of two school offered English subjects — English or Essential English.** While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR. University prerequisite studies should be considered when choosing an English subject. Only one result for the same subject taken as a General subject and via Senior External Examination can be included in the ATAR. For example, it is not possible to include both the General subject Chinese and the Senior External Examination subject Chinese in your ATAR. For more information about the ATAR, visit the QTAC website.

VETiS – Vocational Education and Training in Schools – Funded by the VET Investment Budget

Vocational education and training in Schools (VETiS) is funded by Queensland Government. It aligns school-based training with the needs of industry and creates career pathways for secondary students.

Queensland school students can undertake nationally recognised vocational education and training (VET) qualifications while they are still at school. These courses can be taken in Years 10, 11 and 12.

Students can undertake VETiS:

- as part of their school studies – delivered and resourced by a school that is a registered training organisation (RTO)
- by enrolling with an external RTO – funded either by VETiS or through fee-for-service arrangements. This is where fees are paid by an individual such as a student or parent, or another entity like a community or industry group
- as a school-based apprentice or trainee – funded either by the Queensland Government or fee-for-service arrangements.



Year 10 Subject Selection

Prerequisite Requirements for Senior Subjects

Students wishing to enter University in 2029 will require and Australian Tertiary Admission Rank (ATAR) calculated by the Queensland Tertiary Admissions Centre (QTAC).

To be eligible for an ATAR at the end of 2029, students need a **minimum** of 4 General subjects. At Sarina State High School students must study 6 subjects for the duration of Year 11 and 12. **At Sarina State High School students MUST study at least 5 General subjects to give students the best opportunity to achieve the best ATAR.**

Sarina State High School applies prerequisites to senior subjects. Prerequisites are applied to ensure students select courses in which they have the most capability to be successful.

Students need to demonstrate at least a C standard in English in Year 10 to undertake ANY General subject in Year 11 and 12.

Year 11 and 12 students:

- MUST study either English OR English Essentials.
- MUST study either Essential Mathematics, General Mathematics OR Mathematical Methods.
- MUST study 6 subjects in both Year 11 and 12. Choose any combination of six subjects that match their pathway.
- It is **compulsory** (Syllabus Requirement) that students wanting to study Specialist Mathematics also study Mathematical Methods.
- It is **recommended** that students wanting to study Physics also study Mathematical Methods.

Looking into 2027 for future pathways

Prerequisite Guidelines

ATAR PATHWAY			
Learning Area	**Year 10**	**Year 11 & 12**	**Subject Type**
English	English Extension (Prerequisite – B Standard) English (Prerequisite – B Standard)	English	General
Mathematics	Mathematics (Prerequisite – C Standard)	General Mathematics	General
	Mathematics Extension (Prerequisite – B Standard)	Mathematical Methods	General
		Specialist Mathematics	General
Science	Science Extension A (Living Science) – Term 4 (Prerequisite – C Standard)	Biology	General
		Marine Science	General
	Science Extension B (Chemical and Physical Science) – Term 4 (Prerequisite – C Standard)	Physics	General
		Chemistry	General
		Biology	General
		Marine Science	General
Humanities and Social Sciences	English – Semester 1 (Prerequisite – B Standard)	Ancient History	General
		Modern History	General
	English – Semester 1 (Prerequisite – C Standard)	Legal Studies	General
	Certificate III in Business + Certificate II in Tourism	Certificate III in Business + Certificate II in Tourism	VET
Health and Physical Education	English – Semester 1 (Prerequisite – C Standard)	Physical Education	General
		Certificate III in Fitness	
	English – Semester 1 (Prerequisite – C Standard)	Certificate III in Early Childhood Education and Care	VET
	Certificate II in Health Support	Certificate III in Health Services Assistance	VET
The Arts	Drama	Drama	General
	Visual Arts	Visual Art	General
	Music	Music	General
Languages	Japanese	Japanese	General

VOCATIONAL PATHWAY			
Learning Area	**Year 10**	**Year 11 and 12**	**Subject Type**
English	English Foundation	Essential English	Applied
Mathematics	Mathematics	Essential Mathematics	Applied
Science	Science Foundation – Term 4 only	Aquatic Practices	Applied
Humanities and Social Sciences		Tourism	Applied
		Business Studies	Applied
Health and Physical Education	Recreation and Sport Program	Sport and Recreation	Applied
	English – Semester 1 (Prerequisite – C Standard)	Certificate III in Fitness	VET
	English – Semester 1 (Prerequisite – C Standard)	Certificate III in Early Childhood Education and Care	VET
	Food Specialisations	Certificate II in Hospitality	VET
	Certificate II in Health Support	Certificate III in Health Services Assistance	VET
VET	Certificate II in Skills for Work and Vocational Pathways		VET
	Certificate II in Active Volunteering		VET
	Certificate I in Animal Care Industry Pathways	Certificate II in Agriculture	VET
	Certificate I in Agriculture	Certificate II in Agriculture	VET
	Certificate I in Manufacturing (Pathways)	Certificate II in Engineering Pathways	VET
	Certificate III in Business + Certificate II in Tourism	Certificate III in Business + Certificate II in Tourism	VET
Technologies	Materials and Technologies Specialisations	Certificate II in Engineering Pathways	VET
		Building and Construction Skills	Applied
		Furnishing Skills	Applied
		Certificate II in Engineering Pathways (Mackay Engineeri ng College - Application Required)	VET
		Certificate II in Automotive (Mackay Engineering College - Application Required)	VET
		Certificate II in Electro-technology (Mackay Engineering College - Application Required)	VET
The Arts	Visual Arts	Visual Arts in Practice	Applied

Year 10 Subject Information

Sarina State High School offers its students a wide variety of courses throughout Senior Secondary.

There are two types of courses offered in Year 10 at Sarina State High School:

CORE: This subject **MUST** be taken by all Year 10 students.

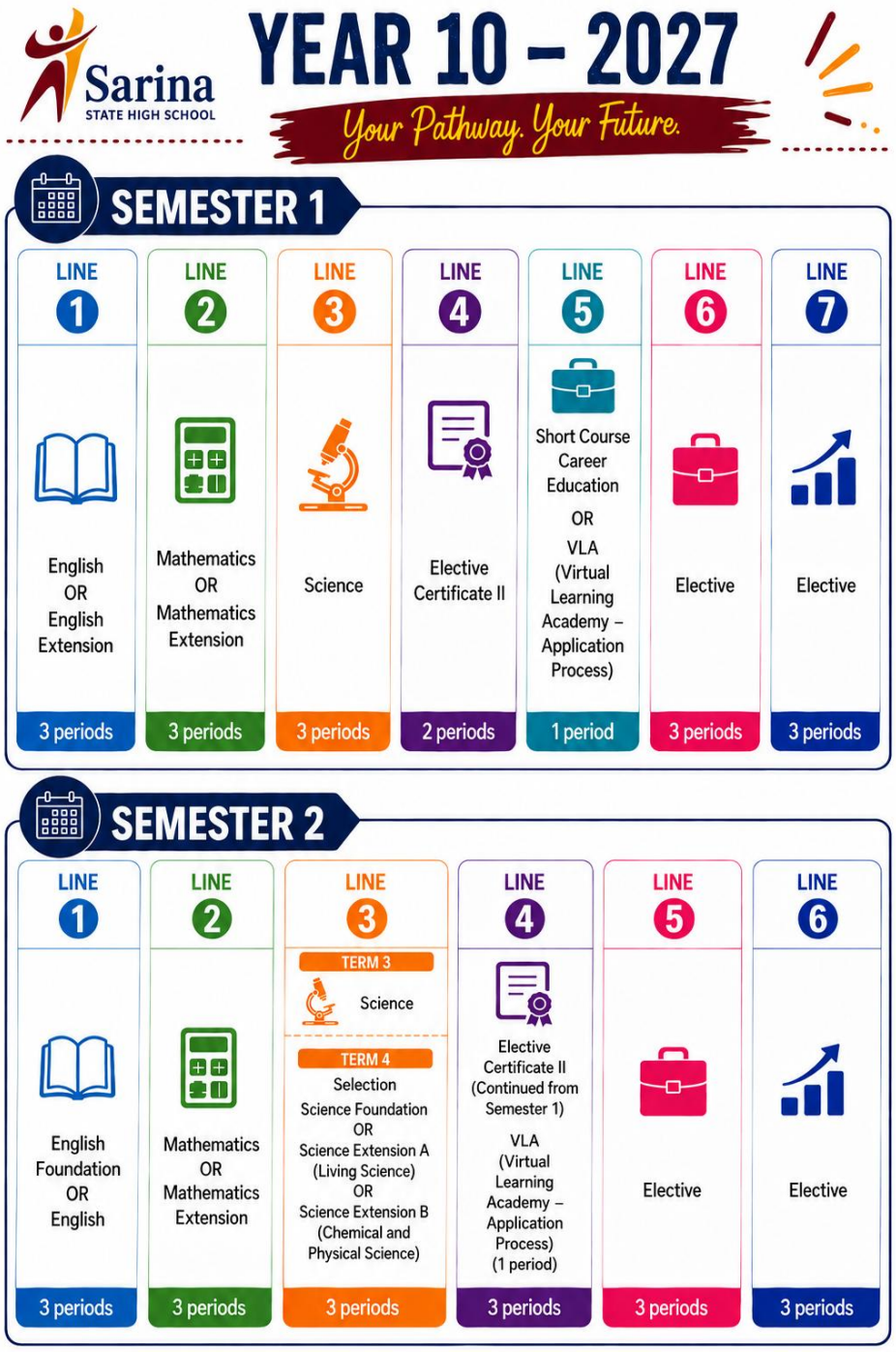
ELECTIVE: Subjects available for selection.

Semester One:

All students in Year 10 will study **CORE** English OR English Extension, Mathematics OR Mathematics Extension, Science, Short Course in Career Education OR VLA (Virtual Learning Academy). Select one VET Certificate II Qualification (**ELECTIVE**) which is studied for the whole year and two **ELECTIVES.**

Semester Two:

All students in Year 10 will study **CORE** English Foundation OR English, Mathematics OR Mathematics Extension, and continue Science for Term 3 and in Term 4 select an **ELECTIVE** Science (Science Foundation, Science Extension A (Living Science), Science Extension B (Chemical and Physical Science), continue to complete one VET Certificate II Qualification (**ELECTIVE**) from Semester 1 and select two **NEW ELECTIVES.**



When selecting subjects, students would be well advised to discuss their selection of subjects with their Parents/Carers, Head of Departments, Guidance Officer or the relevant Deputy Principal. Read carefully all the subject descriptions in this course guide and look at the type of assessment, abilities required etc.

A few hints:

ACHIEVEMENT: If you have done well in a subject previously, you are likely to continue to do well in that subject.

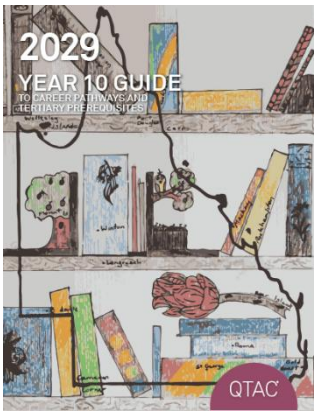
WORK ETHIC: All students can achieve well if they work hard and complete all assignments and homework involved in each subject. There is no easy road to education success.

AMBITION AND INTEREST: Through previous studies, you should have a fair idea as to the types of subjects in which you are interested. If you wish to follow a certain career, make sure you take the subjects in Year 10 that will enable you to choose the correct subjects in Years 11 and 12. Remember that tertiary institutions and Defence Force colleges and academies require certain prerequisite subjects in Years 11 and 12.

Apprenticeships usually require Year 10 English and Mathematics with some requiring Science. Entry into TAFE prevocational courses requires passes in these subjects. For most apprenticeships, employers are now asking for a Year 12 level of education.

ATTENDANCE: You must come to school every day unless you are genuinely sick. There is a high correlation between attendance and academic achievement.

PREREQUISITES: These are subjects that you must study to get entry into a course at University. The QTAC prerequisite guide outlines prerequisites required for each course in Queensland.



Please remember: Subjects will run based on appropriate numbers of students selecting the course. The subject selection process is one of refinement and reduction and for this reason some subjects may not be able to operate, and the school reserves the right to cancel or withdraw a subject or course. In the event of this happening, students will be consulted to consider alternatives.

Costs: All information is correct at the time of printing; however, all costs may be subject to change. If this occurs, students who have selected affected courses will be advised of updated information.

Student Resource Scheme Levy for Year 10, 2027 is $100 but is subject to change. Please refer to each subject for any additional charges.

Delivery of any Certificates will be dependent on the approval status of Sarina State High School's Scope of Registration. The school guarantees that the student will be provided with every opportunity to complete any VET Certificate as per the rights and obligations outlined in the enrolment process and information in handbooks provided. Students who successfully achieve all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Sarina State High School (RTO 30433).

Date of Publication – 7 August 2026. Correct at time of printing but subject to change.

QCE Credit and Duplication of Learning

To be issued a QCE, students need to accrue the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. These requirements are aimed at ensuring students complete their senior schooling with the knowledge and skills they need for success in life beyond school. The QCE is issued to eligible students when they meet all requirements, usually at the end of Year 12.

Applied subjects and Certificate II level VET qualifications that have ***similar subject matter*** and learning goals (as determined by the QCAA) are considered ***duplication of learning*** as outlined in the following table (Sarina State High School Offerings).

Students **CANNOT** select **BOTH** subjects.

Sarina State High School Offerings	
Business Studies	BSB20120 - Certificate II in Workplace Skills
Tourism	SIT20122 – Certificate II in Tourism SIT20125 - Certificate II in Tourism
Building & Construction Skills	CPC20220 - Certificate II in Construction Pathways

VET Qualifications

When a student completes or partially completes multiple qualifications from within the same VET training package (e.g. Certificate II in Business and Certificate III in Business), the highest-level qualification in the Core category of learning will contribute credit towards a QCE. Both certificates will be issued.

To ensure the breadth of learning, a maximum of eight credits from the same training package can contribute to a QCE.

All completed qualifications are recorded on the statement of results.

English

Subject Code	ENG
Towards	Further Study/Employment
Core/Elective	CORE – Semester 1

Rationale:

Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia. Literary texts that support and extend students in Year 10 as independent readers may be drawn from a range of genres. They may involve complex, challenging plot sequences and hybrid structures that may serve multiple purposes. These texts may explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas in real-world and fictional settings. They may represent a variety of perspectives. Informative texts may represent a synthesis of technical and abstract information (from credible or verifiable sources) about specialised topics and concepts.

Course Structure:

- Unit 1 — Examining representations of individuals, groups and places in classics and contemporary poetry
- Unit 2 — Examining techniques used in satirical news media texts

Assessment:

- Unit 1: Written Creative Short Story
- Unit 2: Short response examination

Pathways:
Senior subjects: English and Essential English
A ‘B’ standard is a strong recommendation for students wishing to enter English in Semester Two.

Additional Cost to Student Resource Scheme:
Nil

English Extension

Subject Code	EXE
Towards	Further Study/Employment
Core/Elective	CORE – Semester 1

Rationale:

English Extension is designed for motivated readers and critical thinkers, this course invites students to delve deeper into literature, language skills, critical thinking and ideas. This course challenges students to explore a range of complex texts, while developing refined analytical, interpretive, and creative skills. Through close reading, extended writing, and thoughtful discussion, students will investigate how texts shape and reflect identity, culture, and society. Through this course students will develop intellectual independence, research prowess and the ability to participate in meaningful literary and cultural conversations, preparing them for senior General English studies in Year 11 and 12.

Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

The range of literary texts comprises the narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia. Literary texts that support and extend students in Year 10 as independent readers may be drawn from a range of genres. They may involve complex, challenging plot sequences and hybrid structures that may serve multiple purposes. These texts may explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas in real-world and fictional settings. They may represent a variety of perspectives. Informative texts may represent a synthesis of technical and abstract information (from credible or verifiable sources) about specialised topics and concepts.

Course Structure:

- Unit 1: The Mind of a Killer: Exploring Crime Literature
- Unit 2: Speak Up: Exploring Great Speeches

Assessment:

- Unit 1: Extended Written Response: Creative
- Unit 2: Extended Spoken Response: Persuasive

Note: Students undertaking this course will automatically transfer into English in Semester 2, unless alternative subject selection is made.

Pathways:
Senior subjects: English
A minimum ‘B’ standard in this course is a prerequisite for students wishing to study English.

Additional Cost to Student Resource Scheme:
Nil

English

Subject Code	ENG
Towards	Further Study/Employment
Core/Elective	CORE – Semester 2

Rationale:

Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia. Literary texts that support and extend students in Year 10 as independent readers may be drawn from a range of genres. They may involve complex, challenging plot sequences and hybrid structures that may serve multiple purposes. These texts may explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas in real-world and fictional settings. They may represent a variety of perspectives. Informative texts may represent a synthesis of technical and abstract information (from credible or verifiable sources) about specialised topics and concepts.

English is the required course of study for those wishing to undertake the ATAR pathway in the Senior Phase of Learning.

Course Structure:

- Unit 1: Examining Representations in Texts: Shakespeare: Modern Film Adaptation
- Unit 2: Examining Representations: Novel Study

Assessment:

- Unit 1: Written Persuasive Editorial: Interpreting Shakespeare
- Unit 2: Written Analytical Essay (Exam)

Pathways:
Senior subjects: English and Essential English
A minimum ‘B’ standard in this course is a prerequisite for students wishing to study English.

Additional Cost to Student Resource Scheme:
Nil

English Foundation

Subject Code	ENF
Towards	Employment
Core/Elective	CORE – Semester 2

Rationale:

English Foundation is designed to further develop students' literacy skills through the study of the purpose, language and structure of a range of texts. The Course extends their language, vocabulary, literacy skills and understanding of the ways in which people communicate effectively. English Foundations in Semester Two will introduce students to the knowledge and skills required in Essential English in Year 11.

English Foundation is the recommended course of study for those wishing to enter into the vocational context post-secondary schooling.

Course Structure:

- Unit 1: Examining Representations in Film and Television
- Unit 2: Examining Representations: Visual Texts

Assessment:

- Unit 1: Short Response Exam: Seen and Unseen Stimulus Texts
- Unit 2: Spoken Persuasive Multimodal

Pathways:
Senior subjects: Essential English

Additional Cost to Student Resource Scheme:
Nil

Mathematics

Subject Code	MAT
Towards	Further Study/Employment
Core/Elective	CORE – Semester 1 and 2

Rationale:

Students will learn mathematical skills that will enable them to be independent citizens with a working knowledge of how mathematics fits in the world around them. Students will learn how to think and reason mathematically and be equipped with strategies that will be useful across many areas of study including Science, Engineering and Technology. Students will use Information and Communication Technologies to help solve more complex mathematical problems as well as continue to refine their own mathematical knowledge.

Course Structure:

This course covers study on the following topics:

- Linear Equations
- Algebra
- Pythagoras and Trigonometry
- Probability
- Data
- Geometry and Mathematical Proofs
- Mathematical Relationships
- Surface Area and Volume

Assessment:

Year 10 Mathematics students are assessed in two main ways:

- Written examinations (in class time)
- Assignments (some class time provided)

Students will be assessed on the following criteria:

- Understanding and fluency
- Problem-solving and reasoning

Pathways:
Senior subjects: Essential Mathematics or General Mathematics.
Students need to demonstrate at least a 'C' Standard in Mathematics to enter General Mathematics.

Additional Cost to Student Resource Scheme:
Nil

Mathematics Extension

Subject Code	MAX
Towards	Further Study/Employment
Core/Elective	CORE – Semester 1 and 2

Rationale:

Students will learn mathematical skills that will enable them to be independent citizens with a working knowledge of how mathematics fits in the world around them. Students will learn how to think and reason mathematically and be equipped with strategies that will be useful in Mathematical Methods and Specialist Mathematics.

Course Structure:

This course covers study on the following topics:

- Algebra
- Functions
- Linear Equations
- Probability
- Pythagoras and Trigonometry
- Data
- Surface Area and Volumes
- Geometry and Mathematical Proofs

Assessment:

Year 10 Mathematics students are assessed in two main ways:

- Written examinations (in class time)
- Assignments (some class time provided)

Students will be assessed on the following criteria:

- Understanding and fluency
- Problem-solving and reasoning

Pathways:
Senior subjects: Mathematical Methods and Specialist Mathematics
Students need to demonstrate at least a 'B' Standard in Mathematics Extension to enter Mathematical Methods or Specialist Mathematics.

Additional Cost to Student Resource Scheme:
Nil

Science

Subject Code	SCI
Towards	Further Study/Employment
Core/Elective	CORE – Semester 1 and Term 3

Rationale:

Students will develop a solid foundation of knowledge of the Biological, Chemical, Physical and Earth and Space Sciences. This will include being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena. Students will apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

Course Structure:

This course covers study on the following topics:

- Genetics and Cell Processes
- Evolution
- Chemical Reactions
- Chemical Processes
- Big Bang theory and Solar Systems
- Forces in Motion

Assessment:

Year 10 Science students are assessed in a number of ways:

- Written examinations (in class time, once per semester)
- Assignments (some class time provided)

Students will be assessed on two criteria:

- Science Understanding
- Science Inquiry Skills

A third non-assessable criteria (Science as a Human Endeavour) is addressed but does not contribute towards academic achievement. Written assignments are usually contextually based and although class time will be provided, there is an expectation that some work be completed outside of class time.

Pathways:
Senior subjects: Biology, Chemistry, Marine Science and Physics.
It is strongly recommended that students demonstrate at least a 'C' standard in Science to be able to select the Science Extension B - Chemical and Physical Sciences or the Science Extension A - Living Sciences Electives in Term 4.

Additional Cost to Student Resource Scheme:
Nil

Science Extension A – Living Science

Subject Code	SCX
Towards	Further Study/Employment
Core/Elective	ELECTIVE – Term 4

Rationale:

Science Extension A - Living Science is an elective designed to give students an experience and extension in the areas of biological and marine sciences. It aims to prepare the students for the content and assessment types that they will encounter if they select senior Biology and Marine Science.

Course Structure:

This course covers study on the following topics:

- Biological Classification
- Ecological Systems
- Species Diversity
- Cellular Processes

Assessment:

In Year 10 Science Extension A - Living Science students are assessed by a Student Experiment.

The Student Experiment is modelled on one of the four assessment techniques required in Senior Science courses. A significant amount of class time is provided to complete the Student Experiment; however, there is an expectation that some work will also be completed outside of class time.

Students will be assessed on the following criterions:

- Science Understanding
- Science Inquiry Skills

Pathways: Senior subjects: Biology and Marine Science. Students need to demonstrate at least a 'C' Standard in Science Extension A - Living Science.
Additional Cost to Student Resource Scheme: Nil

Science Extension B – Chemical and Physical Science

Subject Code	SCX
Towards	Further Study/Employment
Core/Elective	ELECTIVE – Term 4

Rationale:

Science Extension B - Chemical and Physical Science is an elective designed to give students experience in chemical and physical sciences. It aims to prepare the students for the content and an assessment type that they could encounter if they select senior Chemistry and/or Physics.

Course Structure:

This course covers study on the following topics:

- Specific heat and enthalpy
- Endothermic and exothermic reactions and processes
- Energy profile and phase change diagrams
- Data analysis and interpretation
- Evaluation and justification of conclusions about evidence related to scientific claims

Assessment:

Year 10 Science Extension – B - Chemical and Physical Science students are assessed by a Research Investigation.

The Research Investigation task is modelled on one of the four assessment techniques required in Senior Science courses. A significant amount of class time is provided to complete the assignment; however, there is an expectation that some work will also be completed outside of class time.

Students will be assessed on the following criterions:

- Science Understanding
- Science Inquiry Skills

Pathways:
Senior subjects: Biology, Chemistry, Marine Science and Physics students need to demonstrate at least a 'C' Standard in Science Extension – B - Chemical and Physical Science.

Additional Cost to Student Resource Scheme:
Nil

Science Foundation

Subject Code	SCF
Towards	Employment
Core/Elective	ELECTIVE – Term 4

Rationale:

Science Foundation is an elective designed to introduce students to the world of boating. It aims to prepare the students for the content and assessment type that they will encounter if they select Aquatic Practices in senior.

Course Structure:

This course covers study on the following topics:

- Boat types
- Boating safety and operation (theoretical)
- Boat knot tying

Assessment:

Year 10 Science Foundation students are assessed by a Research Task and practical component (mostly completed in class).

Students will be assessed on the following criterions:

- Planning
- Execution
- Evaluation

Pathways:
Senior subjects: Aquatic Practices (Elective is not required to complete Aquatic Practices).

Additional Cost to Student Resource Scheme:
Nil

Short Course in Career Education

Subject Code	CES
Towards	Employment
Core/Elective	CORE – Semester 1

Rationale:

The Short Course in Career Education focuses on the development of knowledge, processes, skills, attributes and attitudes that will assist students to make informed decisions about their options to enable effective participation in their future study, working life and career.

Career Education is a one-unit course, developed to meet a specific curriculum need. Career Education encompasses career development and career management strategies that help students plan for and shape their future, providing them with the essential knowledge, understanding and skills for participation in the rapidly changing world of work.

The course helps students plan for and shape their future in the rapidly changing world of work and is part of the lifelong process of managing life, learning and work. Career development is an ongoing process of interaction between an individual and the environment that surrounds them. As the nature of work changes and students face different challenges and opportunities from those of the past, career development aims to assist individuals to develop the skills and knowledge of effectively manage their careers.

The Short Course in Career Education focuses on the knowledge, processes and skills that students in the senior phase of learning, i.e. Years 10, 11 and 12, need in order to develop effective career development and management practices. Students come to understand what they need to adapt to multiple transitions in work and life and use opportunities to transfer their developing abilities to a range of work-related and career contexts and activities.

Course Objectives:

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

- understand the personal attributes that contribute to overall employability
- examine students own personal attributes, characteristics and behaviours, mapping them against those required by employers and identifying strengths and weaknesses
- understand the nature of workplace productivity and employers' performance expectations
- identify and analyse the skills and attributes valued by employers and what they expect of their employees
- develop a personal profile and link this to potential work and career opportunities
- investigate the education and training options offered by their school, local TAFE institute and/or registered training organization (RTO)

Assessment:

Students will complete two assessment instruments.

Topic 1: My current skills and attributes: One assessment consisting of two parts.
- Spoken/signed presentation – workplace interview or survey
- Student learning journal

Topic 2: My options for the future: One assessment consisting of two parts.
- Extended written response – a career investigation
- Student learning journal

Pathways:
Basis for further education, training and/or employment.

Additional Cost to Student Resource Scheme:
Nil

CHC24015 Certificate II in Active Volunteering

VET

Subject Code	XAV
Towards	Employment
Core/Elective	ELECTIVE – Semester 1 OR Semester 2
QCE	Completion contributes 4 credits towards a QCE
RTO	Sarina State High School – RTO Code: 30433
Payment Options	Nil

Rationale:

The qualification is designed for volunteers to learn additional skills and recognise their current skills, work effectively in the organisation of their choice and gain a qualification that provides a pathway to other vocational qualifications and improve their employability skills.

Course Structure:

Total Units = 7 (4 core units + 3 elective units)

Core Units

CHCDIV001	Work with diverse people
CHCVOL001	Be an effective volunteer
HLTWHS001	Participate in workplace health and safety
BSBCMM201	Communicate in the workplace

Elective Units (Selection of 3)

CHCCOM001	Provide first point of contact
CHCYTH013	Engage respectfully with young people
CHCCOM005	Communicate and work in health or community services

Assessment:

Students are assessed using various forms of competency-based assessment including practical tasks, worksheets, observations, self and peer assessments and third-party reports. **To achieve this qualification, students must have completed at least 20 hours of volunteer work.**

Pathways:
Senior subjects: Nil – Qualification achieved.

Additional Cost to Student Resource Scheme:
Nil

FNS20120 Certificate II in Financial Services

Subject Code	FIN
Towards	Employment
Core/Elective	ELECTIVE Studied for 1 Year
QCE	Completion contributes 4 credits towards a QCE
RTO	Sarina State High School – RTO Code: 30433
Payment Options	Nil

Rationale:

This qualification for financial literacy and basic financial skills builds the skills of students to help them prepare for after school and their working career.

Course Structure:

Total Units = 8 (4 core unit + 4 elective units)

Project 1 – Personal Budgeting
FNSFLT211 Develop and use personal budgets

Project 2 – Develop a Savings Plan
FNSFLT212 Develop and use savings plans

Project 3 – Taxation
FNSFLT216 Develop knowledge of taxation

Project 4 – Superannuation
FNSFLT214 Develop knowledge of superannuation

Project 5 – Work Health and Safety
BSBWHS211 Contribute to health and safety of self and others
BSBCMM211 Apply communication skills*
BSBTEC201 Use business software applications*
FNSINC311 Work together in the financial services industry*

Project 6 – Financial Service Industry
BSBCMM211 Apply communication skills*
BSBTEC201 Use business software applications*
FNSINC311 Work together in the financial services industry*

Assessment:

Students are assessed using various forms of competency-based assessment including practical tasks, worksheets, observations, self and peer assessments, reports from workplace supervisors and online activities.

Pathways:
Benefits students with further study in the Financial Planning Fields.
Senior subjects: Nil – Qualification achieved.

Additional Cost to Student Resource Scheme:
Nil

FSK20119 Certificate II in Skills for Work and Vocational Pathways

Subject Code	XSW
Towards	Employment
Core/Elective	ELECTIVE Studied for 1 Year
QCE	Completion contributes 4 credits towards a QCE
RTO	Sarina State High School – RTO Code: 30433
Payment Options	Nil

Rationale:

The intended purpose of this prevocational course is to maximise young people's employability potential in small, medium or large enterprises by equipping them with knowledge, skills and generic and specific competencies that enable them to meet the demands of the workplace as proficient workers. That is, one who manages their own work performance to meet the workplace standards expected of an entry level employee. The course will help develop the ability of students to exercise judgement and autonomy in the workplace and to take an appropriate level of responsibility for work outcomes.

Course Structure:

Total Units = 14 (1 core unit + 13 elective units)

Core Units

FSKLRG011	Use routine strategies for work–related learning

Elective Units

FSKLRG009	Use strategies to respond to routine workplace problems
FSKLRG010	Use routine strategies for career planning
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work
FSKNUM017	Use familiar and routine maps and plans for work
FSKDIG002	Use digital technology for routine and simple workplace tasks
FSKRDG002	Read and respond to short and simple workplace signs and symbols
FSKRDG008	Read and respond to information in routine visual and graphic texts
FSKWTG009	Write routine workplace texts
FSKWTG008	Complete routine workplace formatted texts
SIRXHWB001	Maintain personal health and wellbeing
SIRXWHS002	Contribute to workplace health and safety
ICPSUP2810	Use computer systems in the printing and graphic arts sectors

Assessment:

Students are assessed using various forms of competency-based assessment including practical tasks, worksheets, observations, self and peer assessments, reports from workplace supervisors and online activities.

Pathways:
Benefits students with skills for work and further study.
Senior subjects: Nil – Qualification achieved.

Additional Cost to Student Resource Scheme:
Nil

AHC10222 Certificate I in Agriculture

VET

Subject Code	XAG
Towards	Employment
Core/Elective	ELECTIVE
QCE	Completion contributes 2 credits towards a QCE
RTO	Sarina State High School – RTO Code: 30433
Payment Options	Nil

Rationale:

This qualification is an entry-level qualification aimed at individuals entering the agriculture, horticulture and conservation and land management industries. It allows individuals to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision.

Course Structure:

Total Units = 6 (2 core units + 4 elective units)

Core Units

AHCWHS102 Work safely
AHCWRK102 Maintain the workplace

Elective Units

AHCCHM101 Follow basic chemical safety rules
AHCNSY102 Support nursery work
AHCPGD102 Support gardening work
AHCPHT102 Support horticultural production

Assessment:

Students are assessed using various forms of competency-based assessment including practical tasks, booklet and observations.

Pathways:
Senior subjects: Certificate II in Agriculture.

Additional Cost to Student Resource Scheme:
Agriculture Shirt ($50) purchased through the Uniform Shop. Students must wear PPE for practical assessment. Two excursions will be scheduled to assist with competencies being assessed. Cost for the bus to be paid per student.

ACM10121 Certificate I in Animal Care Industry Pathways

VET

Subject Code	XAC
Towards	Employment
Core/Elective	ELECTIVE
QCE	Completion contributes 3 credits towards a QCE
RTO	Sarina State High School – RTO Code: 30433
Payment Options	Nil

Rationale:

This is a course for students who want to gain experience in animal care. This qualification covers work activities undertaken by a cross-section of animal care and management enterprises. The course will help students to develop basic skills and knowledge required for the care and maintenance of animals in a variety of workplaces. Students will learn about animal care in industry and become aware of related job opportunities. By completing the course successfully students will be able to assist in the care of animals, work safely and communicate effectively in the workplace.

Course Structure:

Total Units = 7 (5 core units + 2 elective units)

Core Units

ACMGEN101	Explore job opportunities in animal care and related industries
ACMGEN102	Approach and handle a range of calm animals
ACMGEN103	Assist in the care of animals
ACMWHS201	Participate in workplace health and safety processes
FSKOCM002	Engage in short and simple spoken exchanges at work

Elective Units

AHCMOM101	Assist with routine maintenance of machinery and equipment
AHCWRK103	Contribute to animal care

Assessment:

Students are assessed using various forms of competency-based assessment including practical tasks, worksheets, observations, self and peer assessments and reports from workplace supervisors.

Students will need to meet minimum safety standards, including PPE (Personal Protective Equipment):

- Long blue jeans/blue cotton drill pants
- Agricultural shirt (Purchased through Uniform Shop)

Pathways:
Senior subjects: Certificate II in Agriculture.

Additional Cost to Student Resource Scheme:
Agriculture Shirt ($50) purchased through the Uniform Shop. Students must wear PPE for practical assessment. Two excursions will be scheduled to assist with competencies being assessed. Cost for the bus to be paid per student.

MSM10216 Certificate I in Manufacturing (Pathways)

Subject Code	XMP
Towards	Employment
Core/Elective	ELECTIVE
QCE	Completion contributes 3 credits towards a QCE
RTO	Sarina State High School – RTO Code: 30433
Payment Options	Nil

Rationale:

This qualification introduces the manufacturing industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential occupational 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 a basic manufacturing project unit that integrates the skills and embeds the facets of employability skills in context.

Course Structure:

Total Units = 9 (3 core units + 6 elective units)

Core Units

MSMPCI101	Adapt to work in industry
MSMPCI102	Apply effective work practices
MSMPCI103	Demonstrate care and apply safe practices at work

Elective Units

MSMOPS100	Use equipment
MSMOPS101	Make measurements
MSMOPS102	Perform tasks to support production
MSMOPS244	Lay out and cut materials
MSMPCII298	Make an object from metal
PMBPROD236	Operate handheld air/power equipment for production processes

Assessment:

Students will be assessed across practical projects, theory (safety) examinations and project logbooks.
Students will need to meet minimum safety standards, including PPE (Personal Protective Equipment):

- Steel capped boots
- Long blue jeans/blue cotton drill pants
- Orange high visibility shirt (Purchased through Uniform Shop)
- Eye and hearing protection (Basic protection will be provided by the school).

Pathways:
Senior subjects: Certificate II in Engineering (Pathways), Furnishing Skills and Building and Construction Skills.

Additional Cost to Student Resource Scheme:
High visibility shirt ($50) purchased through the Uniform Shop. Students must wear PPE for practical assessment.
Subject Fee - $75.00 for project materials.

BS30120 Certificate III in Business
SIT20125 Certificate II in Tourism

Subject Code	XTO + XBU
Towards	Employment/Further Study
Core/Elective	ELECTIVE – 2 Year Format – Both Qualifications 1 Year – Certificate II in Tourism
QCE	Completion of both Qualifications contributes 10 credits towards a QCE (Maximum) Completion of Certificate II in Tourism – 4 credits towards a QCE
RTO	Binnacle Training – RTO Code: 31319
Payment Options	Fee for Service - $395 per person (Cert II qualification = $345 + Cert III Gap Fee = $50)



BSB30120 CERTIFICATE III IN BUSINESS + SIT20125 CERTIFICATE II IN TOURISM

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetable Line

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

Suitable Year Level(s):
Year 11 and 12

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

Cost (Fee-For-Service):
$395.00 per person (Cert II qualification – $345.00 + Cert III Gap Fee – $50.00)

QCE Outcome:
Maximum 10 QCE Credits

The school has entered a Third Party Agreement and will be recruiting prospective VET students, providing student support services, and conducting training and assessment on behalf of Binnacle Training.

A Language, Literacy, Numeracy and Digital Literacy (LLND) screening process is undertaken as part of pre-enrolment in order to provide advice to students on the suitability of the training product.

TERM 1	**TOPICS** › Introduction to the Business Services Industry › Introduction to Entrepreneurship and Business › Introduction to the Tourism Industry **PROJECTS** › Research Business Topics
TERM 2	**TOPICS** › Business Software Applications and Research › Workplace Health and Safety › Sustainable Work Practices **PROJECTS** › Research Report › WHS Processes at the 'Go! Regional' Travel Expo
TERM 3	**TOPICS** › Source, Use and Present Information on the Tourism and Travel Industry › Public Activities and Events **PROJECTS** › Tourism Industry Research › Present Information at an Industry Event
TERM 4	**TOPICS** › Providing Information to Visitors and Customers › Interacting with Customers › Showing Social and Cultural Sensitivity **PROJECTS** › Go! Travel VIP Information Evening › Interact with Customers at the Go! Travel Agency › Show Social and Cultural Sensitivity in the Tourism Industry
QUALIFICATION SCHEDULED FOR FINALISATION	**SIT20125 CERTIFICATE II IN TOURISM**
TERM 5	**TOPICS** › Inclusive Work Practices › Engage in Workplace Communication **PROJECTS** › Inclusivity and Communication in the Workplace
TERM 6	**TOPICS** › Work in a Team › Critical Thinking Skills **PROJECTS** › Critical Thinking at Go! Travel
TERM 7 PART 1	**TOPICS** › Producing Simple Documents **PROJECTS** › Binnacle Boss - Business Proposal
TERM 7 PART 2 (Optional)	**TOPICS** › Designing and Producing Presentations **PROJECTS** › Deliver a Focus Group Presentation

UNITS OF COMPETENCY			
SITTIND003	Source and use information on the tourism and travel industry	BSBPEF301	Organise personal work priorities
CUAEVP211	Assist with the staging of public activities or events	BSBPEF201	Support personal wellbeing in the workplace
SITXCOM006	Source and present information	BSBWHS311	Assist with maintaining workplace safety
BSBTEC201	Use business software applications	BSBSUS211	Participate in sustainable work practices
BSBTEC203	Research using the Internet	BSBTWK301	Use inclusive work practices
SITXCCS009	Provide customer information and assistance	BSBXCM301	Engage in workplace communication
SITXWHS005	Participate in safe work practices	BSBXTW301	Work in a team
SITXCOM007	Show social and cultural sensitivity	BSBCRT311	Apply critical thinking skills in a team environment
SITXCCS011	Interact with customers	BSBTEC301	Design and produce business documents
SITXCCS010	Provide visitor information	BSBWRT311	Write simple documents
SITXCOM008	Provide a briefing or scripted commentary		
OPTIONAL ADDITIONAL UNITS OF COMPETENCY			
BSBCMM411	Make presentations*	BSBPEF402	Develop personal work priorities*

Please note this 2027 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as an RTO provides, and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services).
Access Binnacle's Product Disclosure Statement here.

HLT23221 Certificate II in Health Support Services

Subject Code	HSH
Towards	Employment/Further Study
Core/Elective	ELECTIVE – 1 Year
QCE	Completion contributes 4 credits towards a QCE
RTO	Connect 'n' Grow – RTO Code: 40518
Payment Options	VETiS Funding Options Or Fee for Service - $599.00





What students achieve

- HLT23221 Certificate II in Health Support Services
- Nationally recognised qualification
- QCE credits towards Senior Certificate of Education (QCE)
- Pathway into further study and employment

Skills acquired

- Conduct basic health checks
- Infection Control
- Customer service
- Working with diverse people
- Communication skills
- Organising daily work schedules
- Working in teams
- Workplace health & safety
- Routine stock maintenance

Pathways to further study

- HLT33115 Certificate III in Health Services Assistance
- HLT33021 Certificate III in Allied Health Assistance
- CHC32015 Certificate III in Community Services
- CHC33021 Certificate III in Individual Support

Employment

Health Support Services reflects the role of workers who provide support for the effective functioning of health services. At this level, workers complete tasks under supervision involving known routines and procedure or complete routine and variable tasks in collaboration with others in a team environment.

Want to know more?

Scan the QR code or contact us:
schools@connectngrow.edu.au
1300 283 662

SCAN ME!

Pathways:
Senior subjects: Certificate III in Health Services Assistance

Additional Cost to Student Resource Scheme:
Payment Options: VETiS Funding Options OR
Fee for Service - $599.00

SIS20419 Certificate II in Outdoor Recreation

Subject Code	VOU
Towards	Employment/Further Study
Core/Elective	ELECTIVE – 1 Year
QCE	Completion contributes 4 credits towards a QCE
RTO	IVet – RTO Code: 40548
Payment Options	Fee for Service - $295.00



COURSE STRUCTURE – 2027

Course Duration: 1 Year

	UNITS	TYPE	WEEKS DELIVERY
HLTWHS001	Participate in workplace health and safety	Core	3
SISXEMR003	Respond to emergency situations	Elective B	3
HLTAID011	Provide first aid°°	Elective B	3
SISOCNE001	Paddle a craft using fundamental skills*	Elective A	6
SISOFLD001	Assist in conducting recreation sessions~*	Core	4
SISOFLD002	Minimise environmental impact~*	Core	2
SISOFLD006	Navigate in tracked environments*	Elective A	3
SISOBWG001	Bushwalk in tracked environments*	Elective A	3
SISXIND002	Maintain sport, fitness and recreation industry knowledge	Core	4
SISXFAC006	Maintain activity equipment	Elective B	1
SISOCYT004	Ride off road bicycles on easy trails*	Elective A	3
		TOTAL	35

For schools wanting to customise the course content (choose different electives and/or imported units), you can find the available options (permissible substitutes) listed on the back of this document.

All units are shown in IVET's standard (suggested) sequence of delivery.

The weeks delivery per unit is based on a 35-week delivery period.

°° This unit is offered separately and incurs an additional fee to the standard course cost. Please contact us for current pricing and availability.

~ Indicates a cluster. * Indicates units with assessor industry experience requirements.

REQUIRED WEEKLY TIME COMMITMENT (Scheduled^)			
In-class	5.5 hrs	Homework	1.5 hrs

^Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways - this will be documented in the course's Master Training & Assessment Strategy.

In the event of customisation of this program (elective unit substitutions), the required amount of training will be re-calculated and documented in the form of a customised delivery schedule and as an appendix to the Master Training & Assessment Strategy.

1300 00 IVET admin@ivet.edu.au ivet.edu.au

SIS20419

Certificate II in Outdoor Recreation

Permissible Substitutes

The units below are the remaining electives from within the qualification's packaging that are available for selection by schools.

These elective units can only be substituted/swapped with other elective or imported units, but not added - i.e. the total number of units cannot be increased. A maximum of four imported units are allowed and a minimum of three Elective A units must be used. Please refer to the qualification packaging rules for precise information on allowable course composition.

The core units (see reverse side) cannot be substituted and must be retained.

	UNITS	TYPE
SISCAQU020	Perform water rescues*	Elective A
SISOABS001	Abseil single pitches using fundamental skills*	Elective A
SISOCLM001	Top rope climb single pitches, artificial surfaces*	Elective A
SISOCLM002	Top rope climb single pitches, natural surfaces*	Elective A
SISOCYT002	Ride bicycles on roads and pathways, easy conditions*	Elective A
SISOSNK001	Snorkel	Elective A
SISOSRF001	Surf small waves using basic manoeuvres*	Elective A
SISXPLD001	Provide hire equipment for activities	Elective B

Further units may be available to import from other qualifications or training packages. In the event that your school has a specific need for a unit not listed above, please consult your School Relationship Officer.

Important – As the student resource is printed as a standardised course book, the unit-based resource for any substitute units will only be available in soft copy for the school/students to self-print.

IVET First Aid Training Services

First Aid training for staff and students is available across multiple locations in Queensland. For more information or to secure First Aid training with IVET in 2027, speak to your School Relationship Officer.

All information provided is current at the time of print, however, is subject to change based on Training Package updates or changes made by the State Curriculum Authority. In the event of such changes, the actual course composition may vary from the above.



22688VIC Course in Initial General Education for Adults

22689VIC Certificate I in General Education for Adults (Introductory)

22690VIC Certificate I in General Education for Adults

22691VIC Certificate II in General Education for Adults

Subject Code	XGE
Towards	Employment
Core/Elective	ELECTIVE – Semester 1 and 2 (Full Year Course)
QCE	Refer to each Qualification
RTO	Vocational Training Queensland – RTO Code: 45576

22688VIC Course in Initial General Education for Adults

ACSF Pre-Level 1 – Level 1

Course in Initial General Education for Adults provides learners who have low literacy and numeracy skills with the opportunity to build confidence, re-engage with learning and access a pathway into AQF qualifications.

22688VIC Course in Initial General Education for Adults

This course has **11** units of competency. ACSF Level 1

CGEA COURSE IN INITIAL		
CORE	**READY SET GO** VU23753 Develop strategies for learning	**READ IT** VU23755 Engage with short simple texts for learning purposes
LITERACY	**WRITE IT** VU23760 Create short simple texts for learning purposes **IN THE ZONE** VU23754 Engage with short simple texts for personal purposes VU23759 Create short simple texts for personal purposes **STRONGER TOGETHER** VU23757 Engage with short simple texts to participate in the community VU23762 Create short simple texts to participate in the community	NUMERACY **MAD MACHINES** VU23763 Work with numbers in highly familiar situations **WALK ON THE WILD SIDE** VU23768 Work with data in highly familiar situations **BUDGET OR BUST** VU23764 Work with money in highly familiar situations **SNACK ATTACK** VU23766 Work with measurement in highly familiar situations

Additional Cost to Student Resource Scheme:
$250.00 total course fee

22689VIC Certificate I in General Education for Adults (Introductory)

ACSF Level 2 | 3 QCE Points

Certificate I in General Education for Adults (Introductory) outcomes focus on the development of literacy skills to create and engage with personally relevant simple, familiar and predictable paper based and web based text types and mathematical knowledge to apply numeracy skills in everyday familiar situations and to develop learning goals.

22689VIC Certificate I in General Education for Adults (Introductory)

This course has **16** units of competency. ACSF Level 2

CGEA CERTIFICATE I (INTRODUCTORY)

CORE

MY GOALS

VU23769 Develop learning goals

MY PROJECT

VU23770 Undertake a project with guidance

LITERACY

READING POWER

VU23772 Engage with simple texts for learning purposes

WRITING POWER

VU23777 Create simple texts for learning purposes

CONNECT AND CREATE

VU23774 Engage with simple texts to participate in the community

VU23779 Create simple texts to participate in the community

ON THE JOB

VU23773 Engage with simple texts for employment purposes

VU23778 Create simple texts for employment purposes

FIRE, RAIN & TOADS

VU23788 Identify Australian environmental issues

NUMERACY

SMASHING RECORDS

VU23780 Work with whole numbers in familiar and predictable situations

MEASURING DISASTERS

VU23783 Work with measurement in familiar and predictable situations

MONEY MATTERS

VU23781 Work with fractions, decimals and percentages in familiar and predictable situations

VU23241 Prepare simple budgets

OUTBACK TO OCEAN

VU23782 Work with directions in familiar and predictable situations

GAME ON!

VU23785 Work with statistics in familiar and predictable situations

SHAPE

VU23784 Work with shape in familiar and predictable situations



Additional Cost to Student Resource Scheme:
$250.00 total course fee

22690VIC Certificate I in General Education for Adults

ACSF Level 3 | 3 QCE Points | AQF Level 1

Certificate I in General Education for Adults outcomes focus on the development of literacy skills to create and engage with a range of familiar and less familiar paper based and web based text types of limited complexity. The focus is on reading, interpreting and evaluating everyday texts and developing mathematical knowledge to apply numeracy skills in everyday familiar situations. Skills and knowledge are applied to develop and document a learning plan and prepare a portfolio.

22690VIC Certificate I in General Education for Adults

This course has **16** units of competency. ACSF Level 3

CGEA CERTIFICATE I

CORE

MY LEARNING PLAN

VU23793 Develop and document a learning plan

PLAN, DO, REVIEW

VU23794 Plan and undertake a project

LITERACY

REAL LIVES, REAL STORIES

VU23796 Engage with texts of limited complexity for learning purposes

VU23801 Create texts of limited complexity for learning purposes

MY COMMUNITY

VU23798 Engage with texts of limited complexity to participate in the community

VU23803 Create texts of limited complexity to participate in the community

WORK IT

VU23797 Engage with texts of limited complexity for employment purposes

VU23802 Create texts of limited complexity to participate in the workplace

GET MOVING

VU23816 Investigate driving and owning a car

NUMERACY

COSMIC CALCULATIONS

VU23804 Work with numbers in familiar and some less familiar situations

SURVIVOR

VU23806 Work with measurement in familiar and some less familiar situations

MISSION DATA

VU23807 Work with and interpret statistical information in familiar and some less familiar situations

JOURNEYS AND QUESTS

VU23805 Work with and interpret directions in familiar and some less familiar situations



ELECTIVES

KNOW YOUR RIGHTS

VU23815 Investigate the legal system

KEEPING HEALTHY

VU23791 Identify features of personal healthcare

LISTEN UP

VU23799 Participate in spoken interactions of limited complexity

Additional Cost to Student Resource Scheme:
$250.00 total course fee

22691VIC Certificate II in General Education for Adults

ACSF Level 4 | 4 QCE Points | AQF Level 2

Certificate II in General Education for Adults outcomes focus on the development of literacy skills to create and engage with a range of familiar and unfamiliar complex texts types. The focus is on interpreting and creating a range of structurally intricate paper based and web-based text types which may include some specialisation and to apply knowledge of everyday and formal numeracy in a range of contexts. Outcomes also focus on the skills and knowledge to conduct a project and to investigate pathways and develop, implement and review a learning plan.

22691VIC Certificate II in General Education for Adults

This course has **11** units of competency. ACSF Level 4

CGEA CERTIFICATE II

CORE

NEXT STEPS

VU23817 Research pathways and produce a learning plan

MASTERING PROJECT DELIVERY

VU23818 Research, implement and review a project

LITERACY

MUSIC AND LYRICS

VU23820 Engage with complex texts for learning purposes

VU23825 Create complex texts for learning purposes

STREET ART

VU23822 Engage with complex texts to participate in the community

VU23827 Create complex texts to participate in the community

LAND DOWN UNDER

VU23834 Investigate features of Australian culture

NUMERACY

SECRETS, CODES & MYSTERIES

VU23830 Work with number and algebra in less familiar situations

MEASURE LIKE A BOSS

VU23828 Work with measurement and geometry in less familiar situations

FUEL, FITNESS & FIGURES

VU23829 Work with statistics and probability in less familiar situations

SAVE MONEY

FNSFLT212 Develop and use savings plans



Additional Cost to Student Resource Scheme:
$250.00 total course fee

Drama

Subject Code	DRA
Towards	Further Study/Employment
Core/Elective	ELECTIVE

Rationale:

Drama uniquely explores and communicates the human condition through the enactment of real and imagined worlds. Drama responds to our need to share and enact stories, and create and make meaning across cultures, times, places and communities.

Drama is directly linked to play, the root of all creativity in children. At its core, drama is about taking on roles and "standing in the shoes" of another and imagining and communicating with the world through different perspectives. Taking on roles involves an act of the imagination that relies on a learner's ability to empathise and understand others. Actively taking on roles in a range of contexts, situations, and across different times and places fosters students' development of personal, cultural and social understandings as they imagine, empathise and communicate through deep experiential learning. Drama is a powerful form of communication involving affective, sensory and aesthetic modes.

In Drama, students work individually and collaboratively as artists and audiences to create, perform and respond to drama. It is an active, embodied and aesthetically rich subject that engages students cognitively and affectively as they learn in, through and about drama. This course will prepare students who are wanting to take Drama in their senior schooling years.

Course Structure:

This course covers study on the following topics:

- Improvisation
- Role play
- Stagecraft
- Theatre styles
- The study of scripts
- Dramatic language
- Responding to live theatre
- Devising concepts

Assessment:

Year 10 Drama students are assessed in two main ways:

1. Practical assessment - including Performances
2. Assignments – including script writing and responding to live theatre

Assessment is conducted in class at least twice per term. Students are assessed on three criteria:

1. Presenting
2. Responding
3. Making (Forming)

Pathways:
Senior Subjects: Drama
A 'C' Standard in English is a prerequisite for students wishing to enter Drama.

Additional Cost to Student Resource Scheme:
Nil

Economics and Business

Subject Code	ECB
Towards	Further Study/Employment
Core/Elective	ELECTIVE

Rationale:

Economics and Business encompass three subject areas: Legal Studies (General), Business Studies (Applied) and Tourism (Applied) to give students an experience of what each of the subjects have to offer. Each subject area will be delivered over a six to eight week duration.

Course Structure:

This course covers study on the following topics:

1. **Introduction to the Legal System –** students are introduced to the Australian Legal System, the sources of law. The unit focuses on the legal principles and criteria such as just and equitable outcomes. Students will investigate civil and criminal law concepts which can be built upon in Senior Legal Studies.
2. **Introduction to Tourism and Business –** provides an overview of tourism and business as an industry in Australia, including the different tourism and business sectors and the sources of tourism and business information.

Assessment:

Legal Studies and Tourism will be assessed over the course of the semester. These will include a combination response exam and a project.

Pathways:
Senior subjects: Legal Studies, Tourism and Business Studies.
A 'C' Standard in English is a prerequisite for students wishing to enter Legal Studies.

Additional Cost to Student Resource Scheme:
Nil

Food Specialisations

Subject Code	TFD
Towards	Further Study/Employment
Core/Elective	ELECTIVE

Rationale:

Food Specialisations introduces the hospitality sector. This includes investigating hospitality settings such as restaurants, hotels, motels, catering operations, cafes and coffee shops. As students will have the opportunity to complete a Certificate II in Hospitality across Year 11 and 12, this non-certificate subject provides students with a great opportunity to experience what the Certificate II in Hospitality subject involves.

Course Structure:

This course covers study on the following topics:

Unit 1: Let's Celebrate – Cake Decorating unit
Unit 2: Let's Innovate – Catering unit

Assessment:

Students are assessed using various forms of competency-based assessment including:

- Group projects
- Individual assignments
- Exams
- Observations of Practical tasks

Students are assessed on two criteria:

- Knowledge and Understanding
- Performance and Practical Application

Pathways:
Senior subjects: Certificate II in Hospitality

Additional Cost to Student Resource Scheme:
Subject Fee - $65.00 for ingredients.

Geography

Subject Code	GEG
Towards	Further Study/Employment
Core/Elective	ELECTIVE

Rationale:

Geography focuses on the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges. The following inquiry questions are examples only and may be used or adapted to suit local contexts:

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

'Environmental Impact of the Human Race – An Inconvenient Truth'.

Course Structure:

This course covers study on the following two topics for the duration of the Semester.

1. **Human Well-Being**: Students will understand the many interdependent spheres in which they live, and make informed judgments to improve human wellbeing in their world. Human well-being refers to the quality of life of groups in society (case study). In this unit students will be analysing and predicting patterns of human wellbeing – they will create and evaluate proposals to help improve the well-being of a social group (student choice, for example, India, South Africa, Indonesia).
2. **Environmental Change and Management**: Environmental Impact of the Human Race – An Inconvenient Truth': investigating the causes and effects of an environmental change and how to manage it in a local region (e.g. one of the local beaches such as Cape Hillsborough; local islands).

Assessment:

In Geography, students will complete tasks based around the units of study. Students will complete two (2) assessments over the course of the semester.

Task 1: Proposal on a country of their choice on how to improve their wellbeing.

Task 2: Investigative report on environmental change and management of an area in the local region.

Pathways:
Senior subjects: Geography
A 'C' Standard in English is a recommendation for students wishing to study Geography.

Additional Cost to Student Resource Scheme:
Nil

History

Subject Code	HIS
Towards	Further Study/Employment
Core/Elective	ELECTIVE

Rationale:

Across the semester, students will develop the historical knowledge, understanding and inquiry skills described in the Australian Curriculum. In Unit 1, students will investigate historical interpretations of the Vikings, analysing sources and evaluating how evidence has been used to construct and contest representations of Viking society. In Unit 2, students will examine Civil Rights Movements, exploring the causes, developments and significance of campaigns for social and political change. Across both units, students will develop historical questions, analyse and corroborate sources, consider perspectives and interpretations, explain cause and effect, and construct evidence-based historical arguments.

This course is designed to provide students with an interest in studying Senior History with an introduction to both Ancient History (Unit 1) and Modern History (Unit 2).

Course Structure:

This course covers study on the following two topics for the duration of the Semester:

Unit 1: Historical interpretations of the Vikings
Unit 2: Civil Rights Movements

Assessment:

Unit 1: Investigation – independent source investigation
Unit 2: Investigation – historical essay based on research

Pathways:
Senior subjects: Ancient History and Modern History
A 'C' Standard in English is a prerequisite for students wishing study Ancient History or Modern History.

Additional Cost to Student Resource Scheme:
Nil

Japanese

Subject Code	JPS
Towards	Further Study/Employment
Core/Elective	ELECTIVE

Rationale:

Japanese has been taught in Australia for more than 100 years, significantly as a second or additional language. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts. Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages.

This subject can lead students to:

- **Global business** – become employees who can communicate in Japanese and therefore become employees who are highly sought after.
- **Language** – having the ability to communicate in more than one language is a very attractive option when applying for courses, university and when seeking employment.
- **Travel** - having knowledge of Japanese language and culture makes travelling and living in Japan much easier and more enjoyable.
- **Opportunities** - to meet Japanese friends, go on short or long term exchanges to Japan, visit Japan on a school tour and opportunities to host Japanese students.

Course Structure:

For the duration of the semester, the students will study topic areas:

- Daily Life
- Classroom Culture Shock

These units will help prepare the students for future study of Japanese in Year 11 and 12 providing the foundation skills for their future understanding.

Assessment:

Students will need to complete one assessment per term.

Task 1 - Responding in English to a Japanese Stimulus
Task 2 - A combination response

Pathways:
Senior Subjects: Japanese
A ‘C’ Standard in Year 10 Japanese is a prerequisite for students wishing to enter Senior Japanese.

Additional Cost to Student Resource Scheme:
Nil

Materials and Technologies Specialisations

Subject Code	TMT
Towards	Employment
Core/Elective	ELECTIVE

Rationale:

Materials and Technologies Specialisations offer students the opportunity to develop work, life and/or leisure skills integrating the study area core of engineering, manufacturing, furnishing, building and construction, safety and technological processes within the selected units of study. The flexibility of this course is intended to allow students to gain some knowledge and skills in several different industry areas, rather than focus on one area.

Course Structure:

A course in Materials and Technologies Specialisations may include elements of:

- Industry Safety
- Engineering
- Machining
- Fitting
- Electronics
- Fabrication
- Mechanics
- Building and Construction
- Plastics Furnishing
- Wood Machining
- CNC Laser Process

Assessment:

The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. Students will be assessed through practical projects, theoretical examinations and project logbooks.

Pathways:
Senior subjects: Building and Construction Skills, Certificate II in Engineering and Furnishing Skills.

Additional Cost to Student Resource Scheme:
Subject Fee - $10.00 cost of materials.

Music

Subject Code	MUS
Towards	Further Study/Employment
Core/Elective	ELECTIVE

Rationale:

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music. Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience. Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

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

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

Course Structure:

This course covers study on the following two topics for the duration of the Semester:

- Music of Stage and Screen
- Rock of Ages

Assessment:

The students will be assessed in three main ways:

- Composition
- Performance
- Musicology

Pathways:
Senior Subjects: Music
A ‘C’ Standard in English and Music is a prerequisite for students wishing to study Music.

Additional Cost to Student Resource Scheme:
Nil

Health and Physical Education

Subject Code	HPE
Towards	Further Study/Employment
Core/Elective	ELECTIVE

Rationale:

In Health and Physical Education, physical activity serves as both a source of content, data and the medium for learning. Learning is based on engagement in physical activity with students involved in closely integrated written, oral, physical and other learning experiences explored through the study of selected physical activities. The course allows students to develop and understand the relationships between the body and physical abilities.

Course Structure:

This course covers study on the following topics:

- Unit 1: Biomechanics with Badminton
- Unit 2: Sports Psychology with Basketball

Assessment:

Health and Physical Education students are assessed in three ways:

- Multi-modal Project
- Investigative Report
- Practical Performance

Theoretical assessments are conducted in class and are completed once per term. Students are assessed on the following criterion:

- Analysing
- Evaluating
- Justifying
- Communicating

Written assignments are contextually based. Class time will be provided but there is an expectation that some work be completed outside of class time.

Pathways:
Senior subjects: Physical Education, Certificate III in Fitness, Sport and Recreation.
A ‘C’ Standard in English is a prerequisite for entry into Senior Physical Education.

Additional Cost to Student Resource Scheme:
Nil

Recreation and Sport Program

Subject Code	XRP
Towards	Employment
Core/Elective	ELECTIVE

Rationale:

Recreation and Sport Program focuses on the role sport and recreation has in the life of individuals and communities. It provides students with opportunities to learn in, through and about sport and recreation activities. Sport and recreation activities are those that require exertion and activity. They are engaged in for competition, relaxation or simply enjoyment. Recreation and sport activities include active play and minor games, challenge and adventure activities, games and sports, health-related physical activities, and rhythmic and expressive movement activities.

Students will experience the challenge and fun of active participation in physical activity whilst developing beneficial vocational and life skills. The skills developed in Recreation and Sport Program may help students in work, personal fitness, or general health and wellbeing. Students will develop interpersonal skills and be encouraged to appreciate and value involvement in physical activity.

Course Structure:

This course covers study on the following topics:

Unit 1: Sports Nutrition
Unit 2: Sports Officiating and Community Engagement

Assessment:

In Recreation and Sport Program, practical assessment takes place during class time with a focus on movement skills and the ability to work with others in a team environment. The theoretical component of the course will assess students through an individual assignment, individual and team practical performance and a group project. Each term students will receive a grade for their application and development in the physical activity undertaken.

Pathways:
Senior subjects: Sport and Recreation

Additional Cost to Student Resource Scheme:
Nil

Short Course Literacy

Subject Code	LIS
Towards	Further Employment
Core/Elective	ELECTIVE

Rationale:

Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3. Literacy is integral to a person's ability to function effectively in society. It involves the integration of speaking, listening and critical thinking with reading and writing. Students learn strategies to develop and monitor their own learning, select and apply reading and oral strategies to comprehend and make meaning in texts, demonstrate the relationships between ideas and information in texts, evaluate and communicate ideas and information, and learn and use textual features and conventions. Students identify and develop a set of knowledge, skills and strategies needed to shape language according to purpose, audience and context. They select and apply strategies to comprehend and make meaning in a range of texts and text types and communicate ideas and information in a variety of modes. Students understand and use textual features and conventions and demonstrate the relationship between ideas and information in written, oral, visual and multimodal texts.

Course Objectives:

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

- evaluate and integrate information and ideas to construct meaning from texts and text types
- select and apply reading strategies that are appropriate to purpose and text type
- communicate relationships between ideas and information in a style appropriate to audience and purpose
- select vocabulary, grammatical structures and conventions that are appropriate to the text
- select and use appropriate strategies to establish and maintain spoken communication
- derive meaning from a range of oral texts
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

Assessment:

Students will complete two assessment instruments.

Topic 1: Personal identity and education: One assessment consisting of two parts.
- Extended response – written
- Student learning journal

Topic 2: The work environment: One assessment consisting of two parts.
- Extended response – short response
- Reading comprehension task

Pathways:
Fields of trade, industry, business, community services.

Additional Cost to Student Resource Scheme:
Nil

Short Course Numeracy

Subject Code	NUS
Towards	Further Employment
Core/Elective	ELECTIVE

Rationale:

Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3. Numeracy is integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used. Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving activities.

Course Objectives:

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

- select and interpret mathematical information
- select from and use a variety of developing mathematical and problem-solving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

Assessment:

Students will complete two assessment instruments.

Topic 1: Personal identity and education: One assessment consisting of two parts.
- Extended response – oral mathematical presentation
- Student learning journal

Topic 2: The work environment: One assessment consisting of two parts.
- Extended response – short response
- Student learning journal

Pathways:
Fields of trade, industry, business, community services.

Additional Cost to Student Resource Scheme:
Nil

Virtual Learning Academy

Subject Code	VLA
Towards	Further Study/Employment
Core/Elective	ELECTIVE

Rationale:

The Virtual Learning Academy (VLA) inspires high achievers, to build academic resilience, enabling these high potential learners by linking them with local and regional industry experts through exploration and deliberate pathways.

The Virtual Learning Academy (VLA) is a collaboration between Sarina State High School students to provide new and diverse experiences, foster a sense of safety in learning and achieving, facilitating connections with industry, encourage academic risk-taking and instilling confidence in critical thinking amongst the students within the Academy.

Course Structure:

This course will cover the following topics:

- Career pathways
- University Engagement

Assessment:

Students work with peers and participate in ongoing tasks, such as presenting ideas and findings through a virtual platform.

Additional Cost:
Students will participate in a minimum of one excursion per term, with costs on a user-pays basis.

Visual Arts

Subject Code	ART
Towards	Further Study/Employment
Core/Elective	ELECTIVE

Rationale:

Students will learn to pose and solve problems, work independently and in collaboration, and create and convey meaning from various viewpoints. Students will use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students will also develop knowledge and skills when they create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

Students will be studying both General and Applied Visual Art in the Year 10 Course to enable them to make an informed decision on their pathway for Year 11.

Course Structure:

This course covers study on the following topics:

- Concept: Contemporary Art
- Focus: People, places and objects.
- Media: 2D (include Commercial Art and Graphic Design)
- Contexts: Personal and contemporary

Assessment:

Year 10 Visual Art students are assessed in two main ways:

1. Folio of experimental work
2. Written booklet

Written assessments are usually contextually and conceptually based.

Pathways:
Senior Subjects: Visual Arts in Practice and Visual Art
A 'C' Standard in English is a prerequisite for students wishing to enter Visual Art.

Additional Cost to Student Resource Scheme:
Nil

Notes: