

# Subject Selection Handbook

*Years 11 & 12*



**JAMES NASH**  
State High School  
Engage • Empower • Excel



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### QCAA Senior Syllabuses offered at James Nash SHS

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## How to use this guide

The Subject Selection Handbook 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 James Nash State High School for students transitioning to Year 11 in 2025. 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 to use this guide

In order 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 actually 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 and job clusters I am interested in?
- 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 about prerequisites can be accessed through **QTAC 'My Path'** (<https://www.qtac.edu.au/studentresources/year-10>).

### **DO NOT choose your subjects for the following reasons:**

1. "My friend is taking that subject." There are usually several classes in a subject, so even if you are doing the same subjects, you won't 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," or "I think this subject is better for my ATAR." Check tertiary prerequisites or see a Guidance Officer.

If you haven't already, discuss the answers to these questions with your parents/guardians, a Guidance Officer, your Head of Year or your CARE teacher. You may wish to write down your answers for reference when making your subject selections.

## Categories of subjects

### Senior subjects are grouped into four categories:

**1. 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 can contribute to ATAR calculations).

**2. 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.

**3. 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.

**4. 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 can contribute to ATAR calculations).

## Additional Learning Options explained

### School-based Certificate and Diploma courses

Several Certificate courses are offered directly through our faculties here at school as a part of the regular learning program. The benefits of selecting a certificate course offered through the school include:

- Students can access a practical course that relates directly to their future career.
- Students can gain valuable points towards their Queensland Certificate of Education (QCE).
- Students will not be required to travel off-site to complete the qualification, as they are undertaken at school as a part of the regular learning program.

### Vocational Education and Training (VET) through TAFE

If the certificate courses we offer through the school do not fit with your future plans, you can also undertake a Certificate qualification through a TAFE course or other provider. Vocational Education offers students the opportunity to complete full qualifications alongside their secondary schooling and is a great study option for students seeking work or TAFE entrance beyond Year 12. For some tertiary providers, Vocational Education may be an option for students seeking entrance to university studies beyond Year 12. This should be verified directly with the tertiary institution of choice prior to commencement of the VET course. Benefits of undertaking a Certificate or Diploma level course through TAFE include those listed above, and in addition:

- Students will be better prepared for further study, having experienced the requirements of adult learning within a supported environment.
- Students will receive a foundation of study that is both experiential and practical.
- Students will be provided with a qualification that will allow direct entry into the workforce.

Students electing to complete a vocational qualification will still complete an additional five subjects to study at James Nash State High School as a part of their senior secondary curriculum.



## Navigating the Senior Assessment and Tertiary Entrance (SATE) system

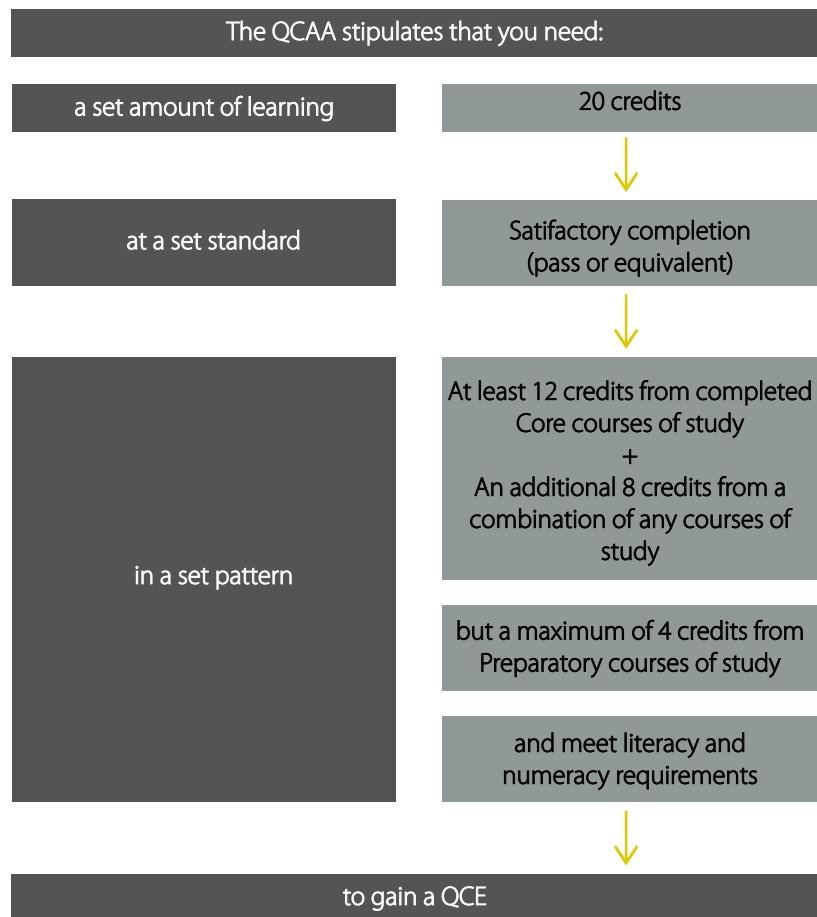
Key Terms	Helpful Website
<b>Senior Education Profile</b> The Queensland Curriculum and Assessment Authority issues Senior Education Profiles to Queensland students upon completion of Year 12, and to non-school students once they become eligible for a Queensland Certificate of Education.	<a href="https://www.qcaa.qld.edu.au/senior/certificates-andqualifications/sep">https://www.qcaa.qld.edu.au/senior/certificates-andqualifications/sep</a>
<b>Queensland Curriculum and Assessment Authority</b> <ul style="list-style-type: none"> <li>• QCE System</li> <li>• myQCE (Student Portal)</li> <li>• Australian Curriculum</li> <li>• Parents &amp; Families</li> </ul>	<a href="https://www.qcaa.qld.edu.au/">https://www.qcaa.qld.edu.au/</a>
<b>QCE eligibility and requirements</b> Students working towards a QCE can choose from a wide range of learning options to suit their interests and career goals.  To be eligible for a QCE, students must: <ul style="list-style-type: none"> <li>• have an open learning account</li> <li>• not have been previously issued with a QCE or equivalent</li> <li>• accrue at least one credit from the Core category of learning while enrolled at a Queensland school</li> </ul>	<a href="https://www.qcaa.qld.edu.au/senior/certificates-andqualifications/qce/eligibilityrequirements">https://www.qcaa.qld.edu.au/senior/certificates-andqualifications/qce/eligibilityrequirements</a>
<b>myQCE Student Portal</b> The Student Portal is your one-stop shop to see your enrolments and results, track your QCE eligibility and access your final subject results and official certificates once you finish school.	<a href="https://myqce.qcaa.qld.edu.au/">https://myqce.qcaa.qld.edu.au/</a>
<b>Vocational education and training (VET)</b> VET provides pathways for all young people, including those seeking further education and training and those seeking employment-specific skills.	<a href="https://www.qcaa.qld.edu.au/senior/vet">https://www.qcaa.qld.edu.au/senior/vet</a>
<b>Apprenticeships, training and TAFE</b> Apprenticeships and traineeships combine training with paid employment. They can be full time, part time, or school-based.	<a href="https://myqce.qcaa.qld.edu.au/what-next/further-education-andtraining/apprenticeships-trainingand-tafe">https://myqce.qcaa.qld.edu.au/what-next/further-education-andtraining/apprenticeships-trainingand-tafe</a>
<b>Senior Subjects</b> <ul style="list-style-type: none"> <li>• General Syllabuses</li> <li>• Applied syllabuses</li> <li>• Short courses</li> </ul>	<a href="http://www.qcaa.qld.edu.au/senior/senior-subjects">www.qcaa.qld.edu.au/senior/senior-subjects</a>
<b>Duplication of Learning</b> The QCAA considers Applied subjects and VET qualifications that have similar subject matter and learning goals to be duplication of learning. When a student is enrolled in both the identified Applied subject and VET qualification that has been listed as having similar learning, credit for the QCE is determined by the QCAA.	<a href="https://www.qcaa.qld.edu.au/senior/certificates-andqualifications/qce-qci-a-handbook/2-qce/2.3-additional-vet-qce-credit-rules">https://www.qcaa.qld.edu.au/senior/certificates-andqualifications/qce-qci-a-handbook/2-qce/2.3-additional-vet-qce-credit-rules</a>
<b>Senior External Examination</b> The Senior External Examination is a program of individual subject examinations offered to eligible Year 12 students and adult learners. Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations.	<a href="http://www.qcaa.qld.edu.au/senior/see">www.qcaa.qld.edu.au/senior/see</a>
<b>Tertiary entrance: ATARs</b>	<a href="https://www.qcaa.qld.edu.au/senior/australian-tertiary-admissionrank-atar">https://www.qcaa.qld.edu.au/senior/australian-tertiary-admissionrank-atar</a>
<b>Senior Secondary Assessment and Results</b>	<a href="https://www.qcaa.qld.edu.au/senior/assessment">https://www.qcaa.qld.edu.au/senior/assessment</a>
<b>Access arrangements and reasonable adjustments (AARA)</b> The QCAA recognises that some students may have disability, impairment and/or medical conditions or experience other circumstances that may affect their ability to read, respond to and participate in assessment.	<a href="https://www.qcaa.qld.edu.au/senior/assessment/aara/eligibilitypossible-aara">https://www.qcaa.qld.edu.au/senior/assessment/aara/eligibilitypossible-aara</a>

## Queensland Certificate of Education

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

James Nash State High School expects 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.



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>

The following requirements must be met for a student to be eligible for a QCE.

<b>Set Amount</b> 20 credits from contributing courses of study, including: <ul style="list-style-type: none"> <li>• QCAA developed subjects or courses</li> <li>• vocational education and training (VET) qualifications</li> <li>• non-Queensland studies</li> <li>• recognised studies</li> </ul>	<b>Set Pattern</b> 12 credits from completed Core courses of study and 8 credits from any combination of: <ul style="list-style-type: none"> <li>• Core</li> <li>• Preparatory (maximum of 4)</li> <li>• Complementary (maximum of 8)</li> </ul>
<b>Set Standard</b> Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.	<b>Literacy &amp; Numeracy</b> Students must meet literacy and numeracy requirements through one of the available learning options.

To meet the literacy and numeracy requirement for the QCE, a student must satisfactorily complete at least one unit of both English and Mathematics.

<b>Literacy</b> <ul style="list-style-type: none"> <li>• English</li> <li>• English &amp; Literature Extension</li> <li>• Cyber English</li> <li>• Essential English</li> </ul>	<b>Numeracy</b> <ul style="list-style-type: none"> <li>• General Mathematics</li> <li>• Mathematical Methods</li> <li>• Specialist Mathematics</li> <li>• Essential Mathematics</li> </ul>
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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
<b>Core: At least 12 credits must come from completed Core courses of study</b>	
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
<b>Preparatory: A maximum of 4 credits can come from Preparatory courses of study</b>	
QCAA Short Courses	up to 1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA
<b>Complementary: A maximum of 8 credits can come from Complementary courses of study</b>	
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

## Australian Tertiary Admission Rank (ATAR) Fact Sheet

### What is the ATAR?

Across Australia the ATAR is a standard measure of a student's overall academic achievement in relation to that of other students. It is intended to assist tertiary institutions to select applicants into their courses.

The ATAR is a percentile rank, not a mark. This rank indicates a student's position relative to other students in their age group in any given year. It's expressed as a number on a 2000-point scale from 99.95 down to 0.00 in steps of 0.05. An ATAR of 80.00 does not mean a student got 80%. It indicates that the student placed in the top 20% of students in Queensland in their Year 12 age group.

### Who calculates and releases the ATAR?

Responsibility for calculating and issuing the ATAR has been assigned to the Queensland Tertiary Admissions Centre (QTAC) on behalf of Queensland tertiary institutions.

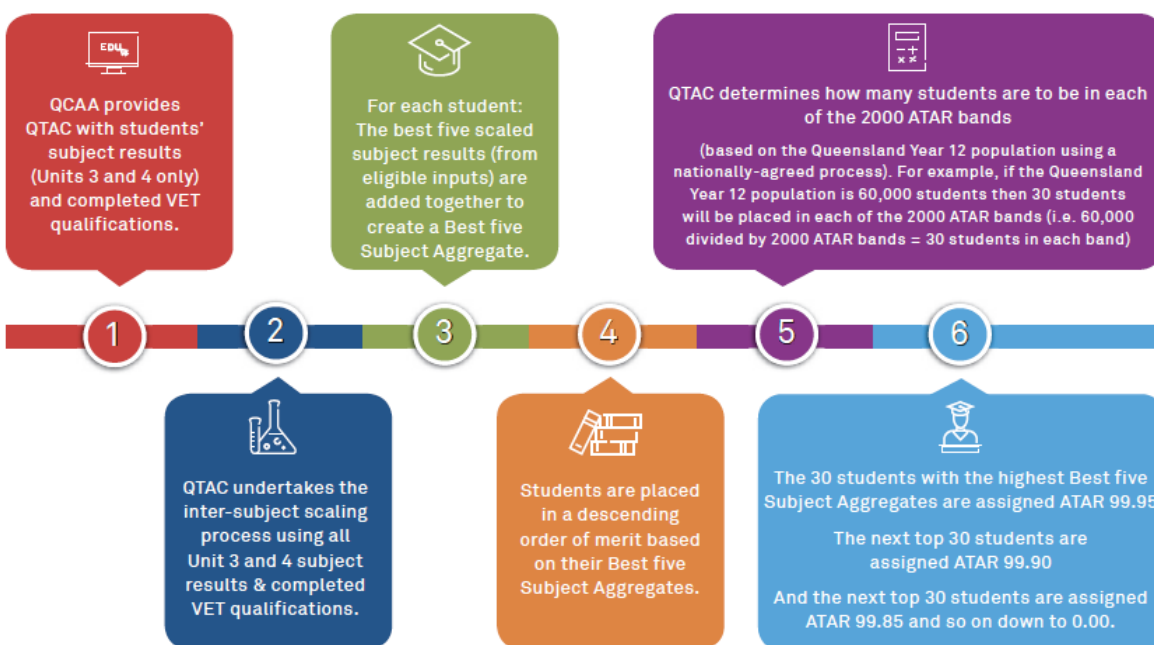
QTAC administers the application and offer process for tertiary institutions in Queensland (and a few institutions interstate) and has over four decades of experience in tertiary admissions.

### 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.





## Satisfying subject prerequisites

For entry to most tertiary courses, you must have achieved a certain result in specific senior secondary subjects (QCE subjects) (or equivalent). If a course has a prerequisite(s), you will find this listed in the course entry in the QTAC Guide or online QTAC Course Search and institution websites and publications. The prerequisite requirement will be displayed as "Subject (Units 3 and 4, Letter Grade)".

Successful completion (i.e. minimum Grade of C or better) in Units 3 and 4 of General subjects will satisfy the majority of subject prerequisites. Some courses may require a higher grade (e.g. minimum achievement of Grade B or better) to satisfy a subject prerequisite.

Subjects are structured into four units: Units 1 and 2 (typically studied in Year 11) and Units 3 and 4 (typically studied in Year 12). Completion of Units 1 and/or 2 only in a subject will not meet the subject prerequisite(s) for a course.

## English prerequisite

The most common prerequisite is the English subject (Units 3 and 4, C). General English subjects are English, English as an Additional Language, Literature, and English & Literature Extension.

## Satisfying prerequisites for entry to initial teacher education programs

The Queensland College of Teachers (QCT) has accepted the General syllabus subjects in Maths, English and Science as prerequisites subjects to meet the entry requirements for initial teacher education courses as follows:

English	Maths	Science
English English as an additional Language Literature English & Literature Extension	General Mathematics Mathematical Methods Specialist Mathematics	Agricultural Science Biology Chemistry Earth & Environmental Science Marine Science Physics Psychology

## Assumed knowledge and recommended study

Not all courses have subject prerequisites. In addition to, or instead of, subject prerequisites, some courses have assumed knowledge and/or recommended study. If a course has assumed knowledge or recommended study, it means the institution assumes you have subject knowledge or recommends that you study it. If you do not have the assumed knowledge or recommended study, you can still be admitted to the course, but you might have difficulty with your studies.

## Other ways to satisfy subject prerequisites

If you didn't study a prerequisite subject at Units 3 and 4 (or didn't achieve the minimum grade required), you may be able to meet the requirement in other ways, such as via bridging or preparatory courses, depending on the policy of the institution. Visit [www.qtac.edu.au/applying/admission-criteria](http://www.qtac.edu.au/applying/admission-criteria) for more information.

For more information about the ATAR, visit the [QTAC website](http://www.qtac.edu.au).

## The ATAR and Tertiary Selection

For most tertiary courses being offered through QTAC, the number of eligible applicants applying is typically larger than the number of places available (the 'quota'). This requires eligible applicants, including current school-leavers, to be placed in an order of merit (i.e. 'ranked') to allow selection to take place.

The first step when selecting applicants is to check whether applicants have satisfied course entry requirements. These are typically specified as prerequisites (for example, some Bachelor of Physiotherapy courses will have a science subject prerequisite which must be satisfied). Some courses may have additional selection criteria, such as portfolio, interview, audition, questionnaire or test. Prerequisites and additional selection criteria will be listed in the course description in the QTAC Guide and on the QTAC website.

Applicants who do not satisfy these course entry requirements are not considered for entry to the course, regardless of their ATAR.

The second step is to rank order all eligible applicants who satisfy the course entry requirements for that course. For most courses, current school-leavers are ranked using their ATAR.

When offers are made, these are made to the highest ranked applicants in descending order of merit until the quota for the course is filled.



## VET Qualifications, the ATAR and Tertiary Selection

Completed Vocational Education and Training (VET) courses will be used for tertiary selection in two ways:

- As one of the five inputs into a student's ATAR; and/or
- As a stand alone basis for tertiary admission.

### How will vet qualifications be included in the atar?

Each VET qualification level will have a single scaled score that can be included in the ATAR calculation. Relevant VET qualification levels for the ATAR are Certificate III, Certificate IV, and Diploma<sup>1</sup>.

Each VET qualification at the same level will have the same scaled score for inclusion in the ATAR, regardless of duration or content. This means, for example, that a completed Certificate III in Hospitality will have the same scaled score as a completed Certificate III in Business.

The scaled score for a VET Diploma is expected to be higher than for a Certificate IV, which in turn is expected to be higher than for a Certificate III.

**Important!** VET qualifications must be recorded as completed in your QCAA learning account to be included in the ATAR calculation.

### Vet qualifications for tertiary selection

Institutions may also consider completed VET qualifications at Certificate III level and higher as a basis of tertiary admission on their own.

Please refer to the QTAC website for more information about institutions and VET qualifications as a basis of admission to tertiary study.

### Performing arts qualifications for tertiary entrance

Performing Arts qualifications such as AMEB awards are not included in the ATAR calculation, however some institutions may consider these qualifications as a basis of admission to tertiary study.

Please refer to the QTAC website for more information about institutions and Performing Arts qualifications as a basis of admission to tertiary study.



<sup>1</sup>While Advanced Diploma is also a VET qualification level, at the time of writing it is expected that due to the very small numbers of Queensland students who complete these qualifications each year, that Advanced Diplomas will be included with Diplomas in the scaling process and therefore share the same scaled result as for Diplomas.

### The Queensland Certificate Of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is awarded by the Queensland Curriculum and Assessment Authority (QCAA) to eligible students usually at the end of Year 12. It is internationally recognised and provides evidence of senior secondary achievements.

To qualify for a QCE, students need to accrue a set amount of learning, at a set standard, in a set pattern, while meeting literacy and numeracy requirements.

Set amount: 20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- Vocational education and training (VET) qualifications
- Non-Queensland studies
- Recognised studies

Set standard: satisfactory completion, grade of C or better, competency or qualifications completion, pass or equivalent.

Set pattern: 12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4 credits)
- Complementary (maximum 8 credits)

Literacy and numeracy: you must meet literacy and numeracy requirements through one of the available learning options.

### What can I study?

A flexible range of learning can contribute towards the QCE, including:

- a broad range of QCAA General and General (Extension) subjects
- a range of QCAA Applied and Applied (Essential) subjects
- QCAA short courses
- QCAA Senior External Examination subjects
- QCAA recognised studies
- Vocational Education and Training Courses (VET) such as Certificates and Diplomas
- school based apprenticeships and traineeships
- university subjects

For more information about QCE eligibility, please visit the QCAA website ([www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)).

Most students will plan their QCE pathway in Year 10 when choosing senior subjects. Your school will help you develop your individual plan and open your QCAA learning account. The learning account stores information about the different types of learning that a student may undertake.

Being eligible for a QCE does not necessarily mean you will be eligible for an ATAR – read page 5 for ATAR eligibility requirements.

Your QCE results and your ATAR are different measures of achievement. Your QCE results show your performance in a subject, your ATAR measures your position or ranking against the whole Queensland Year 12 cohort.



## Your QCE Results

QCAA will calculate and award your QCE subject results.

For General subjects at Units 3 and 4, numerical results from three internal assessments and an external assessment will be added together to calculate a final subject result. Results will be reported as a Letter Grade (A to E, where A is the highest grade) and a numerical result (0 to 100).

For Applied subjects, results will be calculated from four internal assessments. Results will be reported as Letter Grades (A to E, where A is the highest grade).

Senior External Examination results will be reported as a Letter Grade (A to E, where A is the highest grade) and a numerical result (0 to 100).

VET qualifications will be reported as completed qualifications.

## Units of study

The typical learning program for senior years in Queensland is completed through 4 units of study per subject over two years (Years 11 and 12). Usually, the first two units, Units 1 and 2, are taken before students proceed to Units 3 and 4 for General and Applied subjects.

Units 1 and 2 are formative – preparing students for Units 3 and 4 and tracking how they are progressing. Units 3 and 4 are studied as a pair and assessment is summative. This means at the end of the subject, the results from both Units 3 and 4 are added together to show how well the student has mastered the subject. This will lead to the overall raw subject result to be provided to QTAC for scaling. The ATAR will be calculated from these scaled results.

QTAC will only receive the results from Units 3 and 4 for General and Applied subjects, and completed VET qualifications from the QCAA.

The Queensland Certificate of Education (QCE) and the ATAR (Australian Tertiary Admission Rank) are different and have a different purpose.



### QCE

**Certifies learning, showing the individual has achieved a specific standard of education at senior schooling level and may be considered by employers and the general community.**



### ATAR

**Tells us about a student's position (or ranking) compared to all other students in the state. The only intended purpose for the ATAR is to assist with selecting applicants for tertiary study.**

## QCAA Senior Syllabuses

### Offered at James Nash State High School

Please note that subjects will only run if there are sufficient numbers eg 15 or more students wanting to study the subject.

<b>Mathematics</b>	<b>English</b>	<b>Science</b>
<b>GENERAL</b> General Mathematics Mathematical Methods Specialist Mathematics  <b>APPLIED</b> Essential Mathematics	<b>GENERAL</b> English Cyber English  <b>APPLIED</b> Essential English	<b>GENERAL</b> Biology Chemistry Physics  <b>APPLIED</b> Science in Practice
<b>The Arts</b>	<b>Humanities</b>	<b>Health &amp; Physical Education</b>
<b>GENERAL</b> Drama Music Visual Art  <b>APPLIED</b> Dance in Practice Drama in Practice Music in Practice Visual Art in Practice	<b>GENERAL</b> Accounting Ancient History Business Economics Geography Japanese Legal Studies Modern History  <b>APPLIED</b> Social & Community Studies	<b>GENERAL</b> Physical Education  <b>APPLIED</b> Sport & Recreation Sport & Recreation (Outdoor)
<b>Technologies</b>	<b>VET Certificates - James Nash</b>	<b>VET Certificates -Outside Providers</b>
<b>GENERAL</b> Design Digital Solutions Engineering Food & Nutrition  <b>APPLIED</b> Building & Construction Skills Early Childhood Studies Engineering Skills Fashion Design Furnishing Skills Information & Communication Technology Industrial Graphics Skills	Certificate I Basic Financial Literacy Certificate I Construction Certificate I & II Workplace Skills Certificate II Engineering Pathways Certificate II Furniture Making Pathways Certificate II Skills for Work Certificate II Tourism Certificate II & III Hospitality Certificate III Business Certificate III Information Digital Media	Certificate II Automotive Certificate II Creative Industries Certificate II Electrotechnology Certificate II Horticulture Certificate II Leather Production Certificate II Outdoor Power Equipment Certificate II Retail Cosmetics Certificate II Salon Assistant Certificate II Sport and Recreation Certificate II & III Community Services Certificate II & III Health Support Services Certificate III Aviation Certificate III Fitness
<b>Uni Pathways</b>		<b>Trade Training Centre</b>
<b>SEMESTER 1 &amp; SEMESTER 2 YEAR 11 or SEMESTER 2 YEAR 11 &amp; SEMESTER 1 YEAR 12:</b>  Study a course at one of the following Universities: <ul style="list-style-type: none"> <li>UniSC</li> <li>UniSQ</li> <li>QUT</li> <li>CQU</li> <li>Griffith University</li> <li>UQ</li> </ul>		General English / Essential English General Maths / Essential Maths Industrial Graphics Skills Certificate I Construction Certificate II Engineering Pathways Certificate II Furniture Making Pathways <b>Work Experience - Year 11</b> <b>TAFE Course - Year 12</b>

## SUBJECT SELECTION INFO SHEET

General Mathematics

Years 11 & 12

**JAMES NASH**  
State High School  
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What James Nash SHS students have to say about this subject:

"It's a challenging subject but you definitely get out what you put in"

**PLAY**

<b>INCOMPATIBLE SUBJECTS</b>	<b>Essential Mathematics, Mathematical Methods, Specialist Mathematics</b>	<b>DEPENDENT SUBJECTS</b>	<b>Nil</b>
<b>PRE-REQUISITE SUBJECTS</b>	<b>Year 10 General Mathematics</b>	<b>POTENTIAL QCE POINTS</b>	<b>4</b>
<b>COURSE DELIVERY</b>	<b>Face to face</b>	<b>CONTRIBUTES TO ATAR</b>	<b>Yes</b>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
Topic 1: Consumer arithmetic Topic 2: Shape and Measurement Topic 3: Similarity and scale Topic 4: Algebra Topic 5: Linear equations and their graphs	Topic 1: Applications of linear equations and their graphs Topic 2: Applications of trigonometry Topic 3: Matrices Topic 4: Univariate data analysis 1 Topic 5: Univariate data analysis 2	Topic 1: Bivariate data analysis Topic 2: Tie series analysis Topic 3: Growth and decay in sequences Topic 4: Earth geometry and time zones	Topic 1: Loans, investments and annuities 1 Topic 2: Loans, investments and annuities 2 Topic 3: Graphs and networks Topic 4: Networks and decision mathematics 1 Topic 5: Networks and decision mathematics 2
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>Problem-Solving and Modelling Task</b> <b>Supervised Assessment - Examination</b>	<b>Supervised Assessment - Examination - Topic 1 and Topic 2</b> <b>Supervised Assessment - Examination - Topic 3, Topic 4 and Topic 5</b>	<b>IA1: Problem-Solving and Modelling Task</b> <b>IA2: Unit 3 Supervised Assessment - Examination</b> <b>IA3: Unit 4 Supervised Assessment - Examination</b> <b>EA1: External Supervised Assessment - Examination</b>	

### CAREER PATHWAYS

A course of study in General Mathematics is the minimum expectation for a pathway to a University. Most University courses will have General Mathematics as assumed prior knowledge. As a future pathway it can lead to employment in the fields of business, commerce, education, finance, IT, social science and the arts.

## SUBJECT SELECTION INFO SHEET

Mathematical Methods

Years 11 & 12

**JAMES NASH**  
State High School  
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### What James Nash SHS students have to say about this subject:

*"Its hard work, but I love how the course comes together and how it is all related"*

<b>INCOMPATIBLE SUBJECTS</b>	<b>Essential Mathematics, General Mathematics</b>	<b>DEPENDENT SUBJECTS</b>	<b>Nil</b>
<b>PRE-REQUISITE SUBJECTS</b>	<b>Year 10 Methods/Specialist</b>	<b>POTENTIAL QCE POINTS</b>	<b>4</b>
<b>COURSE DELIVERY</b>	<b>Face to face</b>	<b>CONTRIBUTES TO ATAR</b>	<b>Yes</b>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
Topic 1: Surds and quadratic functions Topic 2: Binomial expansion and cubic functions Topic 3: Functions and relations Topic 4: Trigonometric functions Topic 5: Probability	Topic 1: Exponential functions Topic 2: Logarithms and logarithmic functions Topic 3: Introduction to differential calculus Topic 4: Applications of differential calculus Topic 5: Further differentiation	Topic 1: Differentiation of exponential and logarithmic functions Topic 2: Differentiation of trigonometric functions and differentiation rules Topic 3: Further applications of differentiation Topic 4: Introduction to integration Topic 5: Discrete random variables	Topic 1: Further integration Topic 2: Trigonometry Topic 3: Continuous random variables and the normal distribution Topic 4: Sampling and proportions Topic 5: Interval estimates for proportions
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>Problem-Solving and Modelling Task</b> <b>Supervised Assessment - Examination</b>	<b>Supervised Assessment - Examination Topic 1 and Topic 2</b> <b>Supervised Assessment - Examination Topic 3, Topic 4 and Topic 5</b>	<b>IA1: Problem-Solving and Modelling Task</b> <b>IA2: Unit 3 Supervised Assessment - Examination</b> <b>IA3: Unit 4 Supervised Assessment - Examination</b> <b>EA1: External Supervised Assessment - Examination</b>	

### CAREER PATHWAYS

A course of study in Mathematical Methods is an avenue for a pathway to University. If students are considering an Engineering/ Science pathway, most Universities will have a pass in Mathematical Methods as a pre requisite. As a future pathway it can lead to employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.



# SUBJECT SELECTION INFO SHEET

Specialist Mathematics

Years 11 & 12

**JAMES NASH**  
State High School  
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## What James Nash SHS students have to say about this subject:

"This course has some really cool abstract ideas that just leaves my mind blown".

<b>INCOMPATIBLE SUBJECTS</b>	<b>Essential Mathematics, General Mathematics</b>	<b>DEPENDENT SUBJECTS</b>	<b>Mathematical Methods</b>
<b>PRE-REQUISITE SUBJECTS</b>	<b>Year 10 Methods/ Specialist</b>	<b>POTENTIAL QCE POINTS</b>	<b>4</b>
<b>COURSE DELIVERY</b>	<b>Offline/face to face</b>	<b>CONTRIBUTES TO ATAR</b>	<b>Yes</b>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
Topic 1: Combinatorics Topic 2: Introduction to proof Topic 3: Vectors in the plane Topic 4: Algebra of vectors in two dimensions Topic 5: Matrices	Topic 1: Complex numbers Topic 2: Complex arithmetic and algebra Topic 3: Circle and geometric proofs. Topic 4: Trigonometry and functions Topic 5: Matrices and transformations	Topic 1: Further complex numbers Topic 2: Mathematical induction and trigonometric proofs Topic 3: Vectors in two and three dimensions Topic 4: Vector calculus Topic 5: Further matrices	Topic 1: Integration techniques Topic 2: Applications of integral calculus Topic 3: Rates of change and differential equations Topic 4: Modelling motion Topic 5: Statistical inference
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>Problem-Solving and Modelling Task</b> <b>Supervised Assessment - Examination</b>	<b>Supervised Assessment - Examination</b> <b>Topic 1 and Topic 2</b> <b>Supervised Assessment - Examination</b> <b>Topic 3, Topic 4 and Topic 5</b>	<b>Summative Assessment</b> <b>IA1: Problem-Solving and Modelling Task</b> <b>IA2: Unit 3 Supervised Assessment - Examination</b> <b>IA3: Unit 4 Supervised Assessment - Examination</b> <b>EA1: External Supervised Assessment - Examination</b>	

## CAREER PATHWAYS

A course of study in Specialist Mathematics can be beneficial to a student's ATAR. Some Universities offer a bonus 2 ATAR ranking points for a pass in Specialist Mathematics (please research prospective Universities to ensure they do offer the bonus points). As a future pathway, Specialist Mathematics can lead to employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

## SUBJECT SELECTION INFO SHEET

Essential Mathematics

Years 11 & 12

**JAMES NASH**  
State High School  
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### What James Nash SHS students have to say about this subject:

"I like that most of the content is relevant to real life".

<b>INCOMPATIBLE SUBJECTS</b>	<b>General Mathematics, Mathematical Methods, Specialist Mathematics</b>	<b>DEPENDENT SUBJECTS</b>	<b>Nil</b>
<b>PRE-REQUISITE SUBJECTS</b>	<b>Year 10 General Maths or Year 10 Essential Maths</b>	<b>POTENTIAL QCE POINTS</b>	<b>4</b>
<b>COURSE DELIVERY</b>	<b>Face to face</b>	<b>CONTRIBUTES TO ATAR</b>	<b>No</b>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
Fundamental topic: Calculations Topic 1: Number Topic 2: Representing data Topic 3: Managing Money	Fundamental topic: Calculations Topic 1: Data collection Topic 2: Graphs Topic 3: Time and motion	Fundamental Topic: Calculations Topic 1: Measurement Topic 2: Scales, plans and models Topic 3: Probability and relative frequencies	Fundamental Topic: Calculations Topic 1: Bivariate graphs Topic 2: Summarising and comparing data Topic 3: Loans and compound interest
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>Problem-Solving and Modelling Task</b> <b>Supervised Assessment - Examination</b>	<b>Problem-Solving and Modelling Task</b> <b>Supervised Assessment - Examination</b>	<b>Problem-Solving and Modelling Task</b> <b>Common Internal Assessment - Examination</b>	<b>Problem-Solving and Modelling Task</b> <b>Supervised Assessment - Examination</b>

### CAREER PATHWAYS

A course of study in Essential Mathematics is ideal for students considering Apprenticeships, TAFE or working towards full time employment. Essential Mathematics can lead to employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

## SUBJECT SELECTION INFO SHEET

English (General)  
Years 11 & 12

**JAMES NASH**  
State High School  
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**What James Nash SHS students have to say about General English:**

*"It's my pathway to university."*

*"It helps me learn about the world and its values and beliefs."*

**PLAY**

<b>INCOMPATIBLE SUBJECTS</b>	<b>Essential English</b>	<b>DEPENDENT SUBJECTS</b>	<b>N/A</b>
<b>PRE-REQUISITE SUBJECTS</b>	<b>Year 10 English (General)</b>	<b>POTENTIAL QCE POINTS</b>	<b>4</b>
<b>COURSE DELIVERY</b>	<b>Face to face on campus</b>	<b>CONTRIBUTES TO ATAR</b>	<b>Yes</b>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Perspectives in Texts</b> Students begin the course by examining perspectives and representations of the world through the analysis of audiovisual texts. They explore notions of human nature and society and the way in which these can be purposefully constructed by authors to create meanings that extend beyond the text. They create a feature article that explores the meaning behind these texts and the implications for our society and culture.	<b>Texts and Culture</b> In this unit students explore cultural perspectives on the world with a focus on examining Australian cultural assumptions, attitudes, values and beliefs. They read a range of Australian texts including novels and plays and examine the relationship between language and identity as well as the effect that textual choices play in positioning audiences. Students intervene in an Australian novel by creating an imaginative text. At the end of the unit, students complete an analytical essay on an Australian play under exam conditions.	<b>Textual connections</b> In this unit, students explore connections between and among texts by examining representations of issues and concepts that span more than one text. Across the course of this unit students will read novels, watch films and non-literary texts to consider the way that meaning is shaped by the relationships between language, purpose, text, context and audience. Students begin the unit by creating a persuasive text on a topical media issue and then move on to a comparative feature article that explores how connections between texts contribute to meaning-making.	<b>Close Study of Literary Texts</b> In Unit 4, students explore the world and human experience by engaging with literary texts from diverse times and places. They explore how these texts build a shared understanding of the human experience. This unit includes the close study of literary texts such as poetry, plays and novels to allow students to extend their experience of the world. Students construct an imaginative text under exam conditions and end the unit by completing their External Examination on either a play or a novel from the prescribed text list.
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
Feature article under exam conditions  Persuasive speech	Narrative intervention  Analytical essay under exam conditions	Persuasive speech (IA1)  Feature article (IA2)	Imaginative text under exam conditions (IA3)  Analytical essay under exam conditions (EA)

### CAREER PATHWAYS→

English helps students build the reading, writing, speaking and critical thinking skills necessary in any career and in everyday life.

# SUBJECT SELECTION INFO SHEET

English (General, Cyber English mode of delivery)  
Years 11 & 12

**JAMES NASH**  
State High School  
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## What James Nash SHS students have to say about this subject:

"I like Cyber English because it helps me prepare for university."

"It provides me with more creativity and freedom."

**PLAY**

<b>INCOMPATIBLE SUBJECTS</b>	<b>Essential English English (General, standard mode of delivery)</b>	<b>DEPENDENT SUBJECTS</b>	<b>N/A</b>
<b>PRE-REQUISITE SUBJECTS</b>	<b>Year 10 English (General) or Year 10 English (Extension)</b>	<b>POTENTIAL QCE POINTS</b>	<b>4</b>
<b>COURSE DELIVERY</b>	<b>Face to face and Online</b>	<b>CONTRIBUTES TO ATAR</b>	<b>Yes</b>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Theoretical Worlds</b> Students begin the course by examining perspectives and representations of the world through the analysis of audiovisual texts. They explore notions of human nature and society and the way in which these can be purposefully constructed by authors to create meanings that extend beyond the text. They create a feature article that explores the meaning behind these texts and the implications for our society and culture.	<b>Texts and Culture</b> In this unit students explore cultural perspectives on the world with a focus on examining Australian cultural assumptions, attitudes, values and beliefs. They read a range of Australian texts including novels and plays and examine the relationship between language and identity as well as the effect that textual choices play in positioning audiences. Students intervene in an Australian novel by creating an imaginative text. At the end of the unit, students complete an analytical essay on an Australian play under exam conditions.	<b>Textual connections</b> In this unit, students explore connections between and among texts by examining representations of issues and concepts that span more than one text. Across the course of this unit students will read novels, watch films and non-literary texts to consider the way that meaning is shaped by the relationships between language, purpose, text, context and audience. Students begin the unit by creating a persuasive text on a topical media issue and then move on to a comparative feature article that explores how connections between texts contribute to meaning-making.	<b>Close Study of Literary Texts</b> In Unit 4, students explore the world and human experience by engaging with literary texts from diverse times and places. They explore how these texts build a shared understanding of the human experience. This unit includes the close study of literary texts such as poetry, plays and novels to allow students to extend their experience of the world. Students construct an imaginative text under exam conditions and end the unit by completing their External Examination on either a play or a novel from the prescribed text list.
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
Feature article under exam conditions  Persuasive speech	Narrative intervention  Analytical essay under exam conditions	Persuasive speech (IA1)  Feature article (IA2)	Imaginative text under exam conditions (IA3)  Analytical essay under exam conditions (EA)

## CAREER PATHWAYS →

English helps students build the reading, writing, speaking and critical thinking skills necessary in any career and in everyday life.



# SUBJECT SELECTION INFO SHEET

English (Essential)

Years 11 & 12

**JAMES NASH**  
State High School  
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## What James Nash SHS students have to say about this subject:

"I like that Essential English is about everyday topics."

"It suited my trade career path best."

**PLAY**

<b>INCOMPATIBLE SUBJECTS</b>	<b>General English</b>	<b>DEPENDENT SUBJECTS</b>	<b>N/A</b>
<b>PRE-REQUISITE SUBJECTS</b>	<b>Year 10 Essential English or Year 10 English (General)</b>	<b>POTENTIAL QCE POINTS</b>	<b>4</b>
<b>COURSE DELIVERY</b>	<b>Face to face</b>	<b>CONTRIBUTES TO ATAR</b>	<b>Essential English can be used in an ATAR calculation as an Applied subject, however most universities require English (General) as a prerequisite for entry. Students must satisfactorily complete an English subject in order to be eligible for an ATAR.</b>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Language that works</b> In the first unit of study in Essential English, students explore how meaning is communicated in texts related to the world of work. This unit has a focus on comprehension strategies and skills as well as a consideration of skills for clear communication. They develop and apply skills to identify main ideas, and interpret, question and infer when reading, viewing and listening to a range of texts. Students will complete a careers expo speech and sit a short response examination at the end of the unit.	<b>Texts and human experiences</b> In Unit 2, students explore people's experiences and perspectives of the world. Students consider how meaning is shaped in reflective and nonfiction texts to invite audiences to accept a particular point of view. Students also form their own interpretations of ideas, attitudes and values and reflect on these in their own lives.  Over the course of the unit students will construct a persuasive speech in response to reflective or non-fiction texts and then use a key human experience to create an imaginative text of their own.	<b>Language that influences</b> In this unit, students explore local and global issues presented in a range of texts that invite an audience to take up positions. Students apply their understanding about how perspectives, ideas, attitudes and values are represented in texts to influence audiences to take up positions. In responding to texts, students have opportunities to discuss and listen to differing perspectives, compare these and draw their own conclusions. Students begin this unit by creating and presenting a persuasive speech and then complete a short response examination set by the QCAA.	<b>Representations and popular culture texts</b> In their final unit of Essential English, students explore how the text structures and language features of popular culture texts shape meaning. Students respond to and engage with a variety of texts, including song lyrics, music videos, short stories, films and television shows. In responding to popular contemporary texts, students consider how perspectives and values are represented dependent on audience, purpose and context. Across the unit, students will create a multimodal response and finish the unit by constructing an imaginative text.
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
Multimodal speech  Short response exam	Persuasive speech  Imaginative text	Persuasive speech (IA1)  Short response exam (Common Internal Assessment)	Multimodal response (IA3)  Imaginative text (IA4)

## CAREER PATHWAYS→

Essential English prepares students for tertiary and vocational pathways as well as teaching students communication skills crucial to everyday life.

## SUBJECT SELECTION INFO SHEET

Biology

Years 11 & 12

**JAMES NASH**  
State High School  
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**PLAY**

### What James Nash SHS students have to say about this subject:

"Biology is relevant and interesting because you get to study how living things work and survive in the environment. This gives you a greater appreciation of the human body and the natural world we live in".

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>General English, General Mathematics as a minimum</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>A minimum of a C standard in 10 Science, 10 Maths, 10 English</i>	<b>POTENTIAL QCE POINTS</b>	<i>4</i>
<b>COURSE DELIVERY</b>	<i>Face to face</i>	<b>CONTRIBUTES TO ATAR</b>	<i>Yes</i>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
Cells and multicellular organisms <ul style="list-style-type: none"> <li>Cells as the basis of life</li> <li>Exchange of nutrients and wastes</li> <li>Cellular energy, gas exchange and plant physiology</li> </ul>	Maintaining the internal environment <ul style="list-style-type: none"> <li>Homeostasis</li> <li>Infectious diseases and epidemiology</li> </ul>	Biodiversity and the inter-connectedness of life <ul style="list-style-type: none"> <li>Describing biodiversity and populations</li> <li>Functioning ecosystems and succession</li> </ul>	Heredity and continuity of life <ul style="list-style-type: none"> <li>Genetics and heredity</li> <li>Continuity of life on Earth</li> </ul>
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>Formative internal assessment 1 (FIA1):</b> <ul style="list-style-type: none"> <li>Research investigation 50%</li> </ul> <b>Formative internal assessment 2 (FIA2):</b> <ul style="list-style-type: none"> <li>Examination 50%</li> </ul>	<b>Formative internal assessment 3 (FIA3):</b> <ul style="list-style-type: none"> <li>Student experiment 50%</li> </ul> <b>Formative internal assessment 4 (FIA4):</b> <ul style="list-style-type: none"> <li>Examination 50%</li> </ul>	<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>Data test 10%</li> </ul> <b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>Student experiment 20%</li> </ul>	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>Research investigation 20%</li> </ul> <b>Summative external assessment (EA):</b> <ul style="list-style-type: none"> <li>Examination 50%</li> </ul>

### CAREER PATHWAYS

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

### FIND OUT MORE

<https://jamesnashshs.eq.edu.au/curriculum/subjects-and-programs/science>

## SUBJECT SELECTION INFO SHEET

Chemistry  
Years 11 & 12

**JAMES NASH**  
State High School  
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### What James Nash SHS students have to say about this subject:

"Chemistry is challenging but logical and has many applications to the 'real world' so the effort is worth it."

**PLAY**

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>General English, General Mathematics</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>A minimum of a C standard in 10 Science, 10 Maths, 10 English</i>	<b>POTENTIAL QCE POINTS</b>	<i>4</i>
<b>COURSE DELIVERY</b>	<i>Face to face</i>	<b>CONTRIBUTES TO ATAR</b>	<i>Yes</i>

<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
Chemical fundamentals - structure, properties and reactions <ul style="list-style-type: none"> <li>• Properties and structure of atoms</li> <li>• Properties and structure of materials</li> <li>• Chemical reactions, reactants, products and energy change</li> </ul>	Molecular interactions and reactions <ul style="list-style-type: none"> <li>• Intermolecular forces and gases</li> <li>• Aqueous solutions and acidity</li> <li>• Rates of chemical reactions</li> </ul>	Equilibrium, acids and redox reactions <ul style="list-style-type: none"> <li>• Chemical equilibrium systems</li> <li>• Oxidation and reduction</li> </ul>	Structure and synthesis and design <ul style="list-style-type: none"> <li>• Properties and structure of organic materials</li> <li>• Chemical synthesis and design</li> </ul>
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>Formative internal assessment 1 (FIA1):</b> Examination 50% <b>Formative internal assessment 2 (FIA2):</b> Research investigation 50%	<b>Formative internal assessment 3 (FIA3):</b> Student experiment 50% <b>Formative internal assessment 4 (FIA4):</b> Examination 50%	<b>Summative internal assessment 1 (IA1):</b> Data test 10% <b>Summative internal assessment 2 (IA2):</b> Student experiment 20%	<b>Summative internal assessment 3 (IA3):</b> Research investigation 20% <b>Summative external assessment (EA):</b> Examination 50%

### CAREER PATHWAYS

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

### FIND OUT MORE

<https://jamesnashshs.eq.edu.au/curriculum/subjects-and-programs/science>

## SUBJECT SELECTION INFO SHEET

### Physics Years 11 & 12

**JAMES NASH**  
State High School  
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**PLAY**

#### What James Nash SHS students have to say about this subject:

"It has intriguing topics that make you think but also ties in with real world things we see everyday and will be useful in my future."

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>General English, General Mathematics as a minimum</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>A minimum of a C standard in Year 10 Science, 10 Maths, 10 English</i>	<b>POTENTIAL QCE POINTS</b>	<i>4</i>
<b>COURSE DELIVERY</b>	<i>Face to face</i>	<b>CONTRIBUTES TO ATAR</b>	<i>Yes</i>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
Thermal, nuclear and electrical physics: • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits.	Linear motion and waves: • Linear motion and force • Waves	Gravity and electromagnetism • Gravity and motion • Electromagnetism	Revolutions in modern physics • Special relativity • Quantum theory • The Standard Model
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>Formative internal assessment 1 (FIA1):</b> Research investigation 50% <b>Formative internal assessment 2 (FIA2):</b> Examination 50%	<b>Formative internal assessment 3 (FIA3):</b> Student experiment 50% <b>Formative internal assessment 4 (FIA4):</b> Examination 50%	<b>Summative internal assessment 1 (IA1):</b> Data test 10% <b>Summative internal assessment 2 (IA2):</b> Student experiment 20%	<b>Summative internal assessment 3 (IA3):</b> Research investigation 20% <b>Summative external assessment (EA):</b> Examination 50%

#### CAREER PATHWAYS

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine, and technology.

#### FIND OUT MORE

<https://jamesnashshs.eq.edu.au/curriculum/subjects-and-programs/science>

## SUBJECT SELECTION INFO SHEET

Science in Practice

Years 11 & 12

**JAMES NASH**  
State High School  
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### What James Nash SHS students have to say about this subject:

*"Science in Practice aims to engage students in real life, practical aspects of the scientific world."*

**PLAY**

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>Nil</i>
<b>PRE-REQUISITE SUBJECTS</b>	<b>10 Science, 10 Mathematics, 10 English</b>	<b>POTENTIAL QCE POINTS</b>	<b>4</b>
<b>COURSE DELIVERY</b>	<b>Face to face</b>	<b>CONTRIBUTES TO ATAR</b>	<b>No</b>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Unit 1 - Consumer Science</b>  <b>Food Products</b> <ul style="list-style-type: none"> <li>• Value adding and product marketing</li> <li>• Food preservation</li> </ul> <b>Microbes</b> <ul style="list-style-type: none"> <li>• Antimicrobials</li> <li>• Microbe growth</li> </ul>	<b>Unit 2 - Ecology</b>  <b>Ecological problems</b> <ul style="list-style-type: none"> <li>• Global warming</li> <li>• Invasive species</li> </ul> <b>Freshwater ecosystems</b> <ul style="list-style-type: none"> <li>• Freshwater Field Study</li> <li>• Ecosystem Health</li> </ul>	<b>Unit 3 - Forensic Science</b>  <b>Decomposition</b> <ul style="list-style-type: none"> <li>• Factors affecting decomposition</li> </ul> <b>Crime scenes</b> <ul style="list-style-type: none"> <li>• Crime scene skills</li> <li>• Collecting evidence</li> </ul>	<b>Unit 4 - Transport</b>  <b>Rocketry</b> <ul style="list-style-type: none"> <li>• Laws of motion</li> <li>• Rocket flight</li> </ul> <b>Car Safety</b> <ul style="list-style-type: none"> <li>• The forces behind a car crash</li> <li>• Modelling stopping distance</li> </ul>
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>Practical Project</b>	<b>Applied Investigation</b>	<b>Practical Project</b>	<b>Applied Investigation</b>

### CAREER PATHWAYS

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. It can establish a basis for further education and employment in many fields such as hospitality, animal welfare, health industry, aged care, forensics, recreation and tourism, and manual trades.



## SUBJECT SELECTION INFO SHEET

General Drama

Years 11 & 12

**JAMES NASH**  
State High School  
Engage • Empower • Excel



### What James Nash SHS students have to say about this subject:

*"Drama is the subject where I truly learnt how to solve creative problems, communicate and collaborate."*

*"Drama General gave me the theory to improve my practical work – it was intellectually challenging."*

**PLAY**

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>Nil</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>C in General English or higher recommended. Studies in year 9 or 10 drama recommended.</i>	<b>POTENTIAL QCE POINTS</b>	<i>4</i>
<b>COURSE DELIVERY</b>	<i>Face to face</i>	<b>CONTRIBUTES TO ATAR</b>	<i>Yes</i>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Share</b> Students explore the importance of drama as a means to tell stories and share understandings of the human experience in a range of cultures. They begin with a focus on Australian voices and experiences, including those of Aboriginal peoples and Torres Strait Islander peoples, and/or those from the Asia-Pacific region. They will engage with foundational content, skills and processes of drama to explore the diversity of Australian experiences.	<b>Reflect</b> Students explore the power of drama to reflect lived experience. Students explore the representational dramatic traditions of Realism, then investigate more contemporary dramatic styles associated with the realist style, such as Magical Realism or Australian Gothic Theatre. Students manipulate and interpret the dramatic languages and realise these purposes in contexts that include the dramatic, personal, generational, sociological and cultural.	<b>Challenge</b> Students explore how drama can be used to challenge our understanding of humanity over time. Students investigate dramatic styles that are united by social commentary, and that question their world and advocate change. Students explore how dramatic form can be used to express philosophical and political viewpoints in action in society. Students apply, manipulate, structure and interpret the dramatic languages through dramatic contexts that include political, social, philosophical or economic frames.	<b>Transform</b> Students explore inherited theatrical traditions and key dramatic works of the past as a springboard for developing their own artistic statement. They explore influential inherited theatrical traditions that have shaped and informed current dramatic practices in conjunction with emerging dramatic practices that reframe and transform the inherited theatrical styles of Greek Theatre, Elizabethan Theatre or Neoclassicism and their associated texts.
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>Performance: 25%</b> <b>Scene study in a group</b>  <b>Assignment: 25%</b> <b>Directorial Vision</b>	<b>Dramatic Concept: 50%</b> <b>-Concept Performance</b> <b>-Evaluation</b>	<b>Performance: 20%</b> <b>Dramatic Concept: 20%</b>	<b>Practice-Led Project 35%</b> <b>- Directorial Vision</b> <b>- Performance</b>  <b>Extended Written Response Exam 25%</b>

### CAREER PATHWAYS

A course of study in Drama General can establish a basis for further education and employment in the field of the Performing Arts, and to broader areas in creative industries and cultural institutions, including Arts Administration and Management. Studies in drama are valued in a wide range of fields such as: Law, Journalism, Education, Health Care – Nursing and Medicine, Human Services, Psychology, Tourism, Retail, Business and Design

## SUBJECT SELECTION INFO SHEET

Music General  
Years 11 & 12

**JAMES NASH**  
State High School  
Engage • Empower • Excel



### What James Nash SHS students have to say about this subject:

"In Music General we do more than learn to play and instrument or sing a song. We learn how to be creative and push against boundaries when we perform and write our own songs".

**PLAY**

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>Nil</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>Year 10 English - C Year 10 Music - C or entry interview / audition</i>	<b>POTENTIAL QCE POINTS</b>	<i>4</i>
<b>COURSE DELIVERY</b>	<i>Face to face</i>	<b>CONTRIBUTES TO ATAR</b>	<i>Yes</i>

<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
<b>Designs</b> You will learn about how music elements and concepts communicate meaning when you plan and create your own performances and compositions.	<b>Identities</b> You will explore music from political, social, cultural, and personal contexts and learn how to use music as a tool to express points of view.	<b>Innovations</b> You will learn about innovative practices and unpack how culture, society, and technology has shaped music throughout the years.	<b>Narratives</b> You will explore how music from film, TV, video games, musical theatre, and opera communicate narrative to an audience.
<i>ASSESSMENT</i>	<i>ASSESSMENT</i>	<i>SUMMATIVE ASSESSMENT</i>	<i>SUMMATIVE ASSESSMENT</i>
Composition Performance	Project	Performance (IA1) Composition (IA2)	Project (IA3) Exam (EA)

### CAREER PATHWAYS

Music can lead one to many diverse careers pathways - including tech, sound engineering, performing and lots more!

### FIND OUT MORE

<https://musicaustralia.org.au/discover/music-education/>

# SUBJECT SELECTION INFO SHEET

Visual Art General  
Years 11 & 12

**JAMES NASH**  
State High School  
Engage • Empower • Excel



## What James Nash SHS students have to say about this subject:

*"Visual Art in Practice gives you the chance to be creative and express yourself and learn new skills, with fun and mostly practical artmaking activities.."*

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>Nil</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>Year 10 English – B preferred Year 10 Visual Art – C, or pre-entry interview</i>	<b>POTENTIAL QCE POINTS</b>	<i>4</i>
<b>COURSE DELIVERY</b>	<i>Face to face</i>	<b>CONTRIBUTES TO ATAR</b>	<i>Yes</i>

<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
<b>Art as Lens</b> Students look at their material world through the concept of 'art as lens', applying different lenses or viewpoints. They explore how artists work through processes to create new ways of thinking, meaning and representation.	<b>Art as Code</b> Students explore the concept of 'art as code' to learn how visual language can express complex ideas. Although both spoken language and visual language vary by culture, visual language has the potential to transcend and communicate across cultures, time, and geography.	<b>Art as Knowledge</b> Students frame a self-directed inquiry question in response to a teacher-facilitated direct stimulus or first-hand experience. Through independent investigation of their inquiry question and application of critical thinking skills, students build knowledge about art, artist, and audience to generate a personal focus and commence a body of work.	<b>Art as Alternate</b> In Unit 4, students continue and build on their focus, knowledge, and art practice from Unit 3. They refine their expression and personal aesthetic by applying skills associated with creative thinking. Students resolve their body of work through the concept 'art as alternate' as they imagine, generate, and apply new ideas and links.
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>Responding: investigation — written report or multimodal presentation</b>  <b>Making: project — inquiry-based folio</b>	<b>Making: project — inquiry-based folio</b>  <b>Examination — extended response.</b>	<b>Summative internal assessment 1 (IA1):</b> Investigation — inquiry phase 1 20%  <b>Summative internal assessment 2 (IA2):</b> Project — inquiry phase 2 25%	<b>Summative internal assessment 3 (IA3):</b> Project — inquiry phase 3 30%  <b>Summative external assessment (EA): 25%</b> Examination

## CAREER PATHWAYS

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

## SUBJECT SELECTION INFO SHEET

### Dance in Practice Years 11 & 12

**JAMES NASH**  
State High School  
Engage • Empower • Excel



#### What James Nash SHS students have to say about this subject:

*"It's a fun and creative subject that helps build life skills beyond dance technique. It's great for my health and being a practical subject, it's a nice balance to my theory based subjects".*

**PLAY**

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>Nil</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>Nil</i>	<b>POTENTIAL QCE POINTS</b>	<b>4</b>
<b>COURSE DELIVERY</b>	<b>Practical</b>	<b>CONTRIBUTES TO ATAR</b>	<b>One applied subject will contribute to an ATAR score</b>

Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit A: Health</b> In this unit, students explore dance through the concept of health-related dance. Students develop their knowledge and understanding about the health benefits of dance through physical, mental, emotional, social and/or creative experiences. They investigate and develop an understanding of using dance with diverse groups. Students engage in relevant dance genres and styles to shape and share dance ideas through a range of learning experiences that explore the concept of health-related dance.	<b>Unit B: Technology</b> In this unit, students explore the use of technology in dance. Students develop critical and creative thinking skills as they explore how technology influences decisions when making and responding in dance. Students have the opportunity to explore relevant dance genres and styles using technology. Through exploring a variety of dance contexts, students are introduced to diverse perspectives, encouraging them to relate to others and develop community connections.	<b>Unit C: Industry</b> In this unit, students explore different sectors of the dance and creative industry through dance experiences. Students develop industry skills by exploring a variety of dance styles and genres relevant to different sectors of the dance industry. They explore and develop an understanding of the key requirements of working in the dance and creative industry and explore these through choreography, performance and responding to dance.	<b>Unit D: Celebration</b> In this unit, students explore dance used for celebration. Celebrations can be an opportunity to acknowledge, honour, remember, show respect, entertain or express something special and enjoyable. By exploring dance works for celebration events, students make and perform dance. Students demonstrate critical and creative thinking skills as they work with others, including industry professionals, where possible, to innovate and problem-solve to make and perform dances for celebration.
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
A1: Performance Project A2: Choreography	B1: Choreographic Project B2: Performance	C1: Choreographic Project C2: Performance	D1: Choreographic Project D2: Performance

#### CAREER PATHWAYS

Studies in dance are valued in a wide range of fields such as: Professional dancer, Choreographer, Dance instructor, Event management and organisation, Health Care – physiotherapist, health coach, rehabilitator, Design, Actor or Director – film or live theatre, Teaching or other careers that require presentation skills and the creative industries including studies in design or animation.

## SUBJECT SELECTION INFO SHEET

### Drama in Practice Years 11 & 12

**JAMES NASH**  
State High School  
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#### What James Nash SHS students have to say about this subject:

*"Drama in Practice gives you opportunity to share your ideas and views in a creative and supportive space. It helps build confidence and skills for real world experiences. I love the opportunities to meet industry artists through workshops."*

**PLAY**

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>Nil</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>Nil</i>	<b>POTENTIAL QCE POINTS</b>	<b>4</b>
<b>COURSE DELIVERY</b>	<b>Practical</b>	<b>CONTRIBUTES TO ATAR</b>	<b>One applied subject can contribute towards an ATAR score.</b>

Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit A: Collaboration</b> In this unit, students participate in the collaborative process in Drama, taking a theatrical work from a brief to a performance. Students research, develop and apply a range of design and technical skills that are applicable to a theatrical context as part of a director's decision-making. In the role of director, students manipulate and shape drama practices through published texts to create, articulate and implement an original director's brief. In the role of actor, they work as part of an ensemble to take ownership of a performance work from vision to performance.	<b>Unit B: Commentary</b> In this unit, students explore the power of drama in commenting on social issues. As theatre-makers, students explore and respond to the issues and events that affect our lives on a local, national and global scale. In the role of deviser, students create a devised scene with their peers that makes comment on a social issue. In the role of actor, students perform for a specified audience in a teacher-directed collage drama that makes comment on the world around them.	<b>Unit C: Community</b> In this unit, students have authentic opportunities to use drama to engage in activities that build awareness and understanding of how community theatre can bring people through diversity, offering them a strong sense of belonging and connection. Students devise original drama works in response to community contexts, forms and styles. In the role of deviser, students explore stories through practical activities, and use these stimulus materials to create original devised drama works. In the role of actor, students perform original devised work for an identified community.	<b>Unit D: Contemporary</b> In this unit, students explore innovations in contemporary performancemaking in the modern era and give consideration given to the hybridity of the contemporary performance style. In the role of director, students use published scripts to evaluate contemporary performance convention to communicate ideas. They explore the impact of technologies on theatre practice through viewing performance works in a variety of contemporary styles and experiment with making artistic intention through the creation of drama works. In the role of actor, students present a contemporary performance.
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>A1: Directorial Project</b> <b>A2: Performance</b>	<b>B1: Devising Project</b> <b>B2: Performance</b>	<b>C1: Devising Project</b> <b>C2: Performance</b>	<b>D1: Directorial Project</b> <b>D2: Choreography</b>

#### CAREER PATHWAYS

There are many roles for drama practitioners in dance industries, including actor, director, designer, technician, and producer. The organisational, leadership, communication and creative problem-solving skills developed in this applied subject are transferrable to any industry. However, skills in drama are also valued in: Child Care, Aged Care, Human Services, Tourism, Retail, Business and Design.

## SUBJECT SELECTION INFO SHEET

### Music in Practice Years 11 & 12

**JAMES NASH**  
State High School  
Engage • Empower • Excel



#### What James Nash SHS students have to say about this subject:

"Music in Practice gives me freedom to explore my musical ability."

"Music in Practice has inspired me to step out of my comfort zone and learn a new instrument."

**PLAY**

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>Nil</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>Year 10 Music - C or entry interview / audition</i>	<b>POTENTIAL QCE POINTS</b>	<i>4</i>
<b>COURSE DELIVERY</b>	<i>Face to face</i>	<b>CONTRIBUTES TO ATAR</b>	<i>One applied subject can contribute towards an ATAR score.</i>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Unit A: Music of Today</b> In this unit, students make and respond to contemporary music as they become aware of the musical skills that are integral to performance and composition, including various songwriting styles and techniques. They engage with a range of contemporary music genres and styles through the use of virtual platforms. They collaborate with others through school or local community events. Students experiment with music elements and concepts, compositional devices and songwriting techniques for composition tasks.	<b>Unit B: The Cutting Edge</b> In this unit, students develop their understanding of relevant and appropriate music technology. Students encounter music elements and concepts and compositional devices through music technology, leading to opportunities for formation, expression and realisation of musical ideas. Students learn how to be independent users of digital technologies and how to be safe, positive and responsible citizens online. They develop an enhanced understanding of who they are as an artist.	<b>Unit C: Building your Brand</b> In this unit, students explore facets of the music industry and develop an understanding of current and emerging music genres and styles to inform the development of their artistic brand as a musician. They analyse music artists' brands across a range of eras and the approaches used to build brands. They have opportunities for collaboration with other students, where relevant, as they experiment with music elements and concepts and compositional devices for composition tasks, and rehearse, refine and develop technical skills that coincide with current music industry approaches.	<b>Unit D: 'Live' on Stage!</b> In this unit, students explore commercial music for the purpose of understanding the role music plays in the entertainment and media industries of the 21st century. They make, perform, analyse and interpret commercial music and further develop the musical skills that are integral to performance and composition. They collaborate with other students and engage with a variety of music events in the form of live events and/or streaming platforms.
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>A1: Composition Project</b> <b>A2: Performance</b>	<b>B1: Performance Project</b> <b>B2: Composition</b>	<b>C1: Performance Project</b> <b>C2: Composition</b>	<b>D1: Composition Project</b> <b>D2: Performance</b>

#### CAREER PATHWAYS

Music can lead one to many diverse careers pathways including tech, sound engineering, performing and lots more!



## SUBJECT SELECTION INFO SHEET

### Visual Art in Practice Years 11 & 12

**JAMES NASH**  
State High School  
Engage • Empower • Excel



#### What James Nash SHS students have to say about this subject:

*"Visual Art in Practice gives you the chance to be creative and express yourself and learn new skills, with fun and mostly practical artmaking activities.."*

**PLAY**

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>Nil</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>Nil</i>	<b>POTENTIAL QCE POINTS</b>	<b>4</b>
<b>COURSE DELIVERY</b>	<b>Practical</b>	<b>CONTRIBUTES TO ATAR</b>	<b>One applied subject can contribute towards an ATAR score.</b>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Unit 1: Transform &amp; Extend</b> In Unit 1, students respond to an artist or artisan's ways of working by collating and analysing artworks of a chosen practitioner. They evaluate features that communicate the artist or artisan's style through recognisable or characteristic visual language, media, technologies and/or skills.	<b>Unit 2: Looking outwards (others)</b> In Unit 2, students respond to issues and concerns that take place locally, nationally and/or globally, and investigate how artists or artisans provide social commentary in their artworks. In the role of artists as observers and agents of change, students explore issues, and the impact these have on themselves and others. Students provide social commentary on the world around them through art-making processes.	<b>Unit 3: Clients</b> In Unit 3, students work collaboratively with clients to develop designs for artworks that meet clients' needs. Students generate ideas to test with clients before implementing them into resolved artwork/s. They manage client expectations through organisation of resources and timelines to see projects realised.	<b>Unit 4: Looking inwards (self)</b> In Unit 4, students look introspectively, exploring and responding to ideas about self. They think creatively about their own and others' cultures and convey ideas in concise and engaging ways to create artworks.
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>A1: Project – transforming</b> Make a folio of stylistic experiments inspired by the art practice of an artist or artisan. <b>A2: Product – resolved artwork</b> Make a resolved artwork/s that communicates a developed style/practice and pays homage to or takes inspiration from an artist or artisan.	<b>B1: Project – artist as observer.</b> Make a prototype artwork that explores a social or personal issue. <b>B2: Product – resolved artwork.</b> Make resolved artwork/s that communicates a social or personal issue.	<b>C1: Project – commissioned artwork</b> Make a design proposal for a commissioned artwork in response to a client brief. <b>C2: Product – resolved artwork.</b> Make resolved artwork/s that address client needs.	<b>D1: Project</b> Make an experimental folio that explores representation of self. <b>D2: Product – resolved artwork.</b> Make resolved artwork/s that communicate representation of self.

#### CAREER PATHWAYS

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

## SUBJECT SELECTION INFO SHEET

Accounting

Years 11 & 12

**JAMES NASH**  
State High School  
Engage • Empower • Excel



### What James Nash SHS students have to say about this subject:

"Accounting is about learning how to process financial transactions so that informed financial decisions can be made. We study how to process financial transactions, prepare financial statements, interpret financial statements and improve business procedures."

**PLAY**

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>Nil</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>Nil</i>	<b>POTENTIAL QCE POINTS</b>	<b>4</b>
<b>COURSE DELIVERY</b>	<i>Face to face</i>	<b>CONTRIBUTES TO ATAR</b>	<b>Yes</b>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Real world accounting</b> <ul style="list-style-type: none"> <li>Accounting for a service business — cash, accounts receivable, accounts payable and no GST</li> <li>End-of-month reporting for a service business.</li> </ul>	<b>Management effectiveness</b> <ul style="list-style-type: none"> <li>Accounting for a trading GST business</li> <li>End-of-year reporting for a trading GST business</li> </ul>	<b>Monitoring a business</b> <ul style="list-style-type: none"> <li>Managing resources for a trading GST business — non-current assets</li> <li>Fully classified financial statement reporting for a trading GST business</li> </ul>	<b>Accounting — The Big Picture</b> <ul style="list-style-type: none"> <li>Cash management</li> <li>Complete accounting process for a trading GST business</li> <li>Performance analysis of a listed public company</li> </ul>
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<ul style="list-style-type: none"> <li>Examination — short response</li> <li>Examination — combination response</li> </ul>	<ul style="list-style-type: none"> <li>Examination — short response</li> <li>Project</li> </ul>	<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>Examination — combination response</li> </ul> <b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>Examination — short response</li> </ul>	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>Project — cash management</li> </ul> <b>Summative external assessment (EA):</b> <ul style="list-style-type: none"> <li>Examination — short response</li> </ul>

### CAREER PATHWAYS

Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

### FIND OUT MORE

<https://jamesnashshs.eq.edu.au/curriculum/subjects-and-programs/business-and-digital-technologies>

# SUBJECT SELECTION INFO SHEET

## Ancient History Years 11 & 12

**JAMES NASH**  
State High School  
Engage • Empower • Excel



### What James Nash SHS students have to say about this subject:

"Ancient History is interesting, fun and the referencing and research skills help me in other subjects and to prepare for university."

**PLAY**

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>General English recommended</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>General English and a prep-Humanities subject recommended.</i>	<b>POTENTIAL QCE POINTS</b>	<i>4</i>
<b>COURSE DELIVERY</b>	<i>Face to face</i>	<b>CONTRIBUTES TO ATAR</b>	<i>Yes</i>

Unit 1	Unit 2	Unit 3	Unit 4
<b>UNIT 1 – Investigating the Ancient World</b> Students investigate how the ancient past has been represented and how people lived in the Ancient World.  <b>Topic 1: Digging up the past</b> Key inquiry question: What can archaeological evidence tell us about the lives of ancient peoples?  <b>Topic 2: Beliefs, rituals and funerary practices</b> Key inquiry question: How do ancient societies reflect the attitudes, beliefs and behaviours of ancient peoples?	<b>UNIT 2 – Personalities in their Times</b> Students investigate key personalities of the ancient world in the context of their times. Students examine the social, political and economic institutions in that the personality lived through.  <b>Topic 1: Hatshepsut</b> Key inquiry question: What were the motivations, attributes and achievements of significant ancient personalities?  <b>Topic 2: Alexander the Great</b> Key inquiry question: Are great leaders born, not made? Do people make history or are they a product of history?	<b>UNIT 3 - Reconstructing the Ancient World</b> Students investigate historical periods. Students develop an understanding of changing interpretations and appreciate the contestable nature of history and the value of the ancient past.  <b>Topic 1: Later Han Dynasty and the Three Kingdoms</b> Inquiry question: What features, achievements and issues distinguish significant historical periods of antiquity?  <b>Topic 2: Fifth Century Athens (BCE)</b> Key inquiry question: how does historical evidence construct meaning concerning certain periods of history?	<b>UNIT 4 - People, power and authority</b> Students investigate an ancient society in an important historical period.  <b>Topic 1: Ancient Rome - civil war and the breakdown of the republic</b> Key inquiry question: How was power and authority gained, maintained and challenged in the ancient world?  <b>Topic 2: Augustus</b> Key inquiry question: How was power and authority gained, maintained and challenged in the ancient world? How does this understanding inform our modern perspectives on power?
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<b>Topic 1 (Formative) Examination – short response to historical sources</b>  <b>Topic 2 (Formative) Investigation – independent source investigation</b>	<b>Topic 1 (Formative) Investigation – historical essay based on research</b>  <b>Topic 2 (Formative) Examination – essay in response to historical sources</b>	<b>Topic 1 Summative Internal Assessment 1 (25%)</b> <b>Examination – Essay in response to historical sources.</b>  <b>TOPIC 2 Summative Internal Assessment 2 (25%)</b> <b>Investigation – Independent source investigation.</b>	<b>Summative Internal Assessment 3 (25%)</b> <b>Investigation – historical essay based on research</b>  <b>Summative External Assessment 4 (25%)</b> <b>Short response to historical evidence.</b>

### CAREER PATHWAYS

University pathways, historian, archaeologist, researcher, teacher, art historian, forensic investigator, librarian, tourism guide, consultant, archivist, conservation officer, psychologist, journalist and many many more.

## SUBJECT SELECTION INFO SHEET

### Business Years 11 & 12

**JAMES NASH**  
State High School  
Engage • Empower • Excel



#### What James Nash SHS students have to say about this subject:

*"Business is a dynamic and evolving subject, where you can learn about how emerging technologies, globalisation, sustainability, resources, economy and what we do in society influences and is influenced by small to large, local to international businesses."*

**PLAY**

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>Nil</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>Nil</i>	<b>POTENTIAL QCE POINTS</b>	<b>4</b>
<b>COURSE DELIVERY</b>	<b>Face to face</b>	<b>CONTRIBUTES TO ATAR</b>	<b>Yes</b>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
Explore fundamental business concepts, strategies and processes relating to strategic planning, business environments, leadership, management, entrepreneurship, human resources, finance, marketing, operations and technology.	Explore concepts, strategies and processes used by businesses in the start-up and growth stages of the business life cycle.	Explore strategies and practices used by businesses in the maturity stage of the business life cycle.	Investigate the challenges for businesses in the post-maturity stage of the business life cycle and explore the leadership and management required when repositioning or transforming a business using financial, human resources, marketing and operational management strategies.
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>ASSESSMENT</b>
<b>Examination about business fundamentals.</b> <b>Feasibility report about creating a business.</b>	<b>Extended response about business growth.</b> <b>Examination about businesses entering new markets.</b>	<b>Examination about business operation in competitive markets.</b> <b>Investigation about strategic development processes used in businesses.</b>	<b>Extended response about repositioning a business in the market.</b> <b>Examination about business transformation.</b>

#### CAREER PATHWAYS

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

#### FIND OUT MORE

<https://jamesnashshs.eq.edu.au/curriculum/subjects-and-programs/business-and-digital-technologies>

# SUBJECT SELECTION INFO SHEET

Economics

Years 11 & 12

**JAMES NASH**  
State High School  
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**PLAY**

## What James Nash SHS students have to say about this subject:

"Think like a boss with Economics - think deeply about the global challenges facing individuals, business and government, including how to allocate scarce resources to maximise individual, national and international wealth and well-being."

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>Nil</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>Nil</i>	<b>POTENTIAL QCE POINTS</b>	<b>4</b>
<b>COURSE DELIVERY</b>	<b>Face to face</b>	<b>CONTRIBUTES TO ATAR</b>	<b>Yes</b>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
Markets and models <ul style="list-style-type: none"> <li>• The basic economic problem</li> <li>• Economic flows</li> <li>• Market forces</li> </ul>	Modified markets <ul style="list-style-type: none"> <li>• Markets and efficiency</li> <li>• Market concentration</li> <li>• Inequality</li> </ul>	International economics <ul style="list-style-type: none"> <li>• The global economy</li> <li>• International economic issues</li> </ul>	Contemporary macroeconomics <ul style="list-style-type: none"> <li>• Macroeconomic objectives and theory</li> <li>• Economic management</li> </ul>
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<ul style="list-style-type: none"> <li>• Examination — combination response</li> <li>• Investigation — research report</li> </ul>	<ul style="list-style-type: none"> <li>• Examination — extended response to stimulus</li> <li>• Investigation — research report</li> </ul>	<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul> <b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>• Investigation — research report</li> </ul>	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>• Examination — extended response to stimulus</li> </ul> <b>Summative external assessment (EA):</b> <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul>

## CAREER PATHWAYS

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

## FIND OUT MORE

<https://jamesnashshs.eq.edu.au/curriculum/subjects-and-programs/business-and-digital-technologies>

# SUBJECT SELECTION INFO SHEET

Geography  
Years 11 & 12

**JAMES NASH**  
State High School  
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## What James Nash SHS students have to say about this subject:

"This subject really looks at real-world problems humanity faces and ways that we can fix them for the future."

**PLAY**

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>General English</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>General English Recommended</i>	<b>POTENTIAL QCE POINTS</b>	<i>4</i>
<b>COURSE DELIVERY</b>	<i>Face to face</i>	<b>CONTRIBUTES TO ATAR</b>	<i>Yes</i>

<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
<b>Responding to risk and vulnerability</b> Topic 1 - Natural Hazard Zones Topic 2 - Ecological Hazard Zones Students develop an understanding of how natural and ecological hazards represent potential sources of harm to human life, health, income and property, and how such hazards may affect elements of the built and natural environments.	<b>Planning sustainable places</b> Topic 1 - Responding to challenges facing a place in Australia Topic 2 - The challenges facing a megacity Students develop an understanding of the challenges of sustainable development for remote, rural and urban places in Australia and a megacity in the developing world. Through fieldwork and a case study, students investigate the geographical processes and interactions over time and space that have resulted in challenges for places in Australia and megacities in developing countries.	<b>Responding to land cover transformations</b> Topic 1 - Land cover transformations and climate change Topic 2 - Responding to local land cover transformations Students develop an understanding of changes to the biophysical environment over time, with a particular focus on land cover transformation and climate change. Through a case study and fieldwork, students investigate the geographical processes, natural and anthropogenic, that have resulted in change to Earth's land cover and climate change and the resulting impacts and challenges posed at global, regional and local scales.	<b>Managing population change</b> Topic 1 - Population challenges in Australia Topic 2 - Global population change Students develop an understanding of population change, movement and distribution over space and time, and how governments, organisations and individuals respond to the challenges posed by demographic change.
<i>ASSESSMENT</i>	<i>ASSESSMENT</i>	<i>SUMMATIVE ASSESSMENT</i>	<i>SUMMATIVE ASSESSMENT</i>
<b>Topic 1 - Exam - Combination Response</b> <b>Topic 2 - Investigation - Data Report</b>	<b>Topic 1 - Investigation - Field Report</b> <b>Topic 2 - Examination - Combination Response</b>	<b>Topic 1 - Examination — combination response</b> <b>Topic 2 - Investigation — field report</b>	<b>Topic 1 - Investigation — data report</b> <b>Topic 2 – External Examination — combination response</b>

## CAREER PATHWAYS

Career pathways for geographers include environmental assessment, natural resource management, urban planning, sustainability evaluation, climate change adaptation, population forecasting, and international development. Careers include town planning, teacher, environmental consultant, ranger, cartographer, geographical information systems (GIS) officer.



## SUBJECT SELECTION INFO SHEET

Japanese

Years 11 & 12

**JAMES NASH**  
State High School  
Engage • Empower • Excel



### What James Nash SHS students have to say about this subject:

"Ancient History is interesting, fun and the referencing and research skills help me in other subjects and to prepare for university."

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>Nil</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>Year 9 &amp; 10 Japanese</i>	<b>POTENTIAL QCE POINTS</b>	<i>4</i>
<b>COURSE DELIVERY</b>	<i>Face to face</i>	<b>CONTRIBUTES TO ATAR</b>	<i>Yes</i>

<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
<b>My World</b> Topic 1: Family/carers  Topic 2: Peers  Topic 3: Education	<b>Exploring Our World</b> Topic 1: Travel & Exploration  Topic 2: Social Customs  Topic 3: Japanese Influences Around the World	<b>Our Society</b> Topic 1: Lifestyles and Leisure  Topic 2: The Arts, Entertainment & Sport  Topic 3: Groups in Society	<b>My Future</b> Topic 1: The Present  Topic 2: Future Choices
<i>ASSESSMENT</i>	<i>ASSESSMENT</i>	<i>SUMMATIVE ASSESSMENT</i>	<i>SUMMATIVE ASSESSMENT</i>
<b>Topic 1 - Examination – Short Response (Reading, Listening)</b>  <b>Topics 2 &amp; 3 - Examination – Combination Response (Reading, Writing, Speaking)</b>	<b>Topics 1 - 3 - Extended Response – Multimodal Response (Reading, Speaking)</b>	<b>Topic 1 Summative Assessment Examination – Short Response (Reading, Listening)</b>  <b>Topics 2 &amp; 3 Summative Assessment Examination - Combination Response (Reading, Writing, Speaking)</b>	<b>Topics 1 &amp; 2 Summative Assessment Extended Response - Multimodal Response</b>

### CAREER PATHWAYS

A course in the study of Japanese Language can establish a basis for further education and employment, as it helps students develop the ability to communicate effectively, think critically and flexibly, and provides a sound understanding of cultural and social practices in Japan. Possible career pathways for Japanese language learners include the fields of International business, Tourism, Defence and National Security, Law, Cultural Exchange, Academic Research, Languages teaching or tutoring, Foreign correspondent journalism, Translation and Interpreting.

## SUBJECT SELECTION INFO SHEET

Legal Studies  
Years 11 & 12

**JAMES NASH**  
State High School  
Engage • Empower • Excel



**What James Nash SHS students have to say about this subject:**

*"I now actually know what is happening at election time!"*

**PLAY**

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>General English</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>General English and year 10 Legal Studies recommended.</i>	<b>POTENTIAL QCE POINTS</b>	<i>4</i>
<b>COURSE DELIVERY</b>	<i>Face to face</i>	<b>CONTRIBUTES TO ATAR</b>	<i>Yes</i>

<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
Beyond Reasonable Doubt – Students are introduced to the Australian legal system with a focus on criminal law. Students commence learning the fundamental assessment techniques and terms that they will be required to use throughout the two-year course.	Balance of Probabilities – Students jump into our civil law justice system. They investigate how individuals can seek resolutions for civil wrongs.	Law, Governance and Change explores how the Australian Legal system aims to deal with the diverse needs in Australia and how we change and reform our law.	Human Rights in Legal Contexts – students investigate fundamental human rights and how these have evolved over time and how they exist globally and in Australia.
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>Legal Foundations and Criminal Investigations - covered by a Term 1 examination in Year 11. Criminal Trial Processes and Punishment and Sentencing is covered by an Inquiry Report due in mid-Term 2 in Year 11.</b>	<b>Civil Law Foundations and Contractual Obligations are assessed via an Argumentative Essay due in the early stages of Term 3 in Year 11. Negligence and Duty of Care are assessed via an examination held in the later stages of Term 3 in Year 11.</b>	<b>Governance in Australia is assessed via an examination in Term 4 of the Year 11 year. Law Reform in a Dynamic Society is assessed via an Inquiry Report which is submitted in the later stages of Term 1 in Year 12.</b>	<b>Human Rights and the Effectiveness of International Law are covered via an Argumentative Essay submitted in Term 2 of Year 12. Human Rights and Human Rights in Australian Contexts are covered via an external examination administered by the QCAA in Term 4 of Year 12.</b>

### CAREER PATHWAYS

Legal Studies leads directly to careers in law, law enforcement, criminology, justice studies and politics. However, a knowledge of underpinning legal concepts will be applicable to most industries.

# SUBJECT SELECTION INFO SHEET

Modern History  
Years 11 & 12

**JAMES NASH**  
State High School  
Engage • Empower • Excel



What James Nash SHS students have to say about this subject:

"Everyone really needs to know this stuff!"

**PLAY**

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>General English recommended</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>General English and a Humanities subject recommended.</i>	<b>POTENTIAL QCE POINTS</b>	<i>4</i>
<b>COURSE DELIVERY</b>	<i>Face to face</i>	<b>CONTRIBUTES TO ATAR</b>	<i>Yes</i>

<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
<b>Unit 1 – Ideas in the Modern World</b> <b>Topic 1 - Imperialism</b> Topic 1 explores the era of modern imperialism and seeks to answer how some countries were able to control so much of the world.  <b>Topic 2 – Australian Frontier Conflicts</b> This unit delves into the different narratives created to explain the colonisation of Australia and to identify how history can be warped by changing times.	<b>Unit 2</b> <b>Topic 1 – African-American Civil Rights Movement</b> This unit follows the journey of US civil rights campaigners and the struggle for the rights of people within a nation.  <b>Topic 2 – Independence Movement of Timor-Leste.</b> Timor-Leste is one of Australia's closest neighbours and one of the newest nations in the world however its road to independence was one of great struggle.	<b>Unit 3 – National Experiences</b> <b>Topic 1 – Communist China</b> This unit focuses on the Communist Revolution in China and Chairman Mao's governance over Communist China until his death.  <b>Topic 2 – Rise of Nazi Germany</b> This unit explores the rise of Hitler in Germany and the establishment of the authoritarian Nazi government.	<b>Unit 4 - International Experiences</b> <b>Topic 1 – The Struggle for Peace in the Middle East</b> The establishment of the modern nation of Israel has resulted in many issues which are still to be rectified today. This unit tracks the struggle for peace between the nation of Israel, the Arab Nations and the Palestinian people.  <b>Topic 2 – The Cold War and the Collapse of the USSR (external examination topic)</b> The Cold War was a stand off between the superpowers USA and the USSR. Both had their fingers on the launch buttons of thousands of nuclear missiles and came very close to pressing them. This unit analyses the collapse of the USSR and the end of the Cold War.
<i>ASSESSMENT</i>	<i>ASSESSMENT</i>	<i>SUMMATIVE ASSESSMENT</i>	<i>SUMMATIVE ASSESSMENT</i>
<b>Topic 1: Examination: Short Response to Stimulus</b>  <b>Topic 2 Independent Source Investigation</b>	<b>Topic 1 – Essay in response to research.</b>  <b>Topic 2 – Essay Examination in response to stimulus.</b>	<b>Internal Assessment 1 – Essay Examination in response to stimulus (25%).</b>  <b>Internal Assessment 2 - Independent Source Investigation (25%).</b>	<b>Internal Assessment 3 - Essay in response to research (25%)</b>  <b>External Examination – Short Responses to Stimulus (25%).</b>

## CAREER PATHWAYS

A course of study in modern history can lead to the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia, strategic analysis, political science, philosophy.

# SUBJECT SELECTION INFO SHEET

Social and Community Studies

Years 11 & 12

**JAMES NASH**  
State High School  
Engage • Empower • Excel



**What James Nash SHS students have to say about this subject:**

*"This is the only subject that I have learnt anything useful in."*

**PLAY**

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>Nil</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>Nil</i>	<b>POTENTIAL QCE POINTS</b>	<b>4</b>
<b>COURSE DELIVERY</b>	<i>Face to face</i>	<b>CONTRIBUTES TO ATAR</b>	<b>Yes</b>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Arts and Identity</b> In this unit, students explore markers of identity as a social construct. They investigate how the arts, in particular, contribute to a sense of identity and belonging for individuals, groups and communities.	<b>Healthy Choices</b> In this unit, students investigate the local community and options related to recreation and leisure. They explore the importance of recreation and leisure time and experiences, and key influences and factors that affect the youth of Gympie.  They then investigate a food or nutrition issue relevant to a cultural practice. Students will examine the social, cultural and environmental impacts this practice has.	<b>Australia in the World</b> In this unit, students will explore features of contemporary Australian society, including an examination of social contexts, issues and perspectives related to contemporary Australian society.  They then explore features of contemporary Australian society, including how Australia's international involvement continually shapes our society's composition and future outlook.	<b>Lifestyle and finance</b> In this unit students consider financial needs at different stages of their lives and different income streams. They explore the benefits and costs of sources of finance for major personal expenses, as well as different lending sources.  Students then investigate making choices for their lifestyles, considering how to enact positive change for the present and the future. Students may explore case studies of contemporary issues that have a local or personal connection, for example fast fashion, technology obsolescence, local habitat degradation, waste recycling, renewable energy opportunities and challenges, and barriers to sustainability that result from different community and personal behaviours.
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>Task 1 - Project</b>  <b>Task 2 - Investigation</b>	<b>Task 1 - Project</b>  <b>Task 2 - Research investigation, multimodal response</b>	<b>Task1 - Extended Response to stimulus</b>  <b>Topic 2 – Project</b>	<b>Task 1 - Extended Response</b>  <b>Task 2 – Project</b>

## CAREER PATHWAYS

A course of study in Social and Community Studies can establish a basis for further education and employment, as it helps students develop the personal, interpersonal and citizenship skills and attributes necessary in all workplaces. It allows them to manage change, to be resilient and adaptive, and to develop strategies so that they can cope with the demands, not only of everyday life, but also of continuing studies, employment and future careers. The core skills of Social and Community Studies are the soft skills sought after by employers.

## SUBJECT SELECTION INFO SHEET

Physical Education  
Years 11 & 12

**JAMES NASH**  
State High School  
Engage • Empower • Excel



**What James Nash SHS students have to say about this subject:**

*"Physical activities and assessment are linked to the real world."*

*"The technology and equipment we get use is like the stuff elite sportsmen and coaches use."*

**PLAY**

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>Nil</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>Nil however a C in Physical Education Prep and General English or A in Recreation Prep and Essential English are recommended</i>	<b>POTENTIAL QCE POINTS</b>	<b>4</b>
<b>COURSE DELIVERY</b>	<i>Face to face</i>	<b>CONTRIBUTES TO ATAR</b>	<b>Yes</b>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Motor learning, functional anatomy, biomechanics and physical activity</b> • Motor learning integrated with a selected physical activity  Functional anatomy and biomechanics integrated with a selected physical activity	<b>Sport psychology, equity and physical activity</b> • Sport psychology integrated with a selected physical activity  Equity — barriers and enablers	<b>Tactical awareness, ethics and integrity and physical activity</b> • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity  Ethics and integrity	<b>Energy, fitness and training and physical activity</b> • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>Formative internal assessment 1 (IA1):</b> Project - folio	<b>Formative internal assessment 3 (IA3):</b> Project - folio	<b>Summative internal assessment 2 (IA2):</b> Investigation — report 20%	<b>Summative internal assessment 3 (IA3):</b> Project — folio 30%
<b>Formative internal assessment 2 (IA2):</b> Exam	<b>Formative internal assessment 4 (IA4):</b> Project - folio	<b>Summative internal assessment 1 (IA1):</b> Project — folio 25%	<b>Summative external assessment (EA):</b> Examination — combination response 25%

### CAREER PATHWAYS

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

## SUBJECT SELECTION INFO SHEET

Sport & Recreation  
Years 11 & 12

**JAMES NASH**  
State High School  
Engage • Empower • Excel



**What James Nash SHS students have to say about this subject:**

*"I like that we always have a focus on sports and physical activities."*

**PLAY**

<b>INCOMPATIBLE SUBJECTS</b>	<b>Sport &amp; Recreation Outdoor Cert III Sport and Recreation Cert IV Fitness</b>	<b>DEPENDENT SUBJECTS</b>	<b>Nil</b>
<b>PRE-REQUISITE SUBJECTS</b>	<b>There are no prerequisite subjects however a C in Recreation Prep and Essential English are recommended</b>	<b>POTENTIAL QCE POINTS</b>	<b>4</b>
<b>COURSE DELIVERY</b>	<b>Face to face</b>	<b>CONTRIBUTES TO ATAR</b>	<b>Sport and Recreation can be used in an ATAR calculation as an Applied subject</b>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Coaching And Officiating</b>  Coaching and officiating pathway programs are essential to developing and encouraging world-class coaches and officials. Coaches play a critical role in showcasing the performances of Australian athletes at elite-level sporting competitions, including the Commonwealth, Olympic and Paralympic Games. Officials play a critical role in making fair sporting decisions. Individual character traits such as integrity, honesty, trustworthiness and respect are integral to the roles of coaches and officials.	<b>Fitness for Sport and Recreation</b>  Fitness and training require a range of specific skills and specialist knowledge about how to organise, structure and schedule programs in sport and recreation activities. The experiences, skills and knowledge linked to fitness and training can also transfer to a broad range of settings, including elite sport, community sport, personal training and group exercise in community fitness sectors.	<b>Event Management</b>  Event management requires a range of diverse skills and specialist knowledge about how to organise, manage and promote events in sport and recreation activities. The experiences, skills and knowledge linked to event management can also transfer to a broad range of settings, including the sport, tourism, marketing, media and cultural sectors.	<b>Emerging Trends in Sport, Recreation and Fitness</b>  Emerging recreation trends include obstacle-style courses, parkour, water parks, foiling watercraft, social climbing groups and geocaching. Emerging fitness trends include Tabata and HIIT-style group fitness classes, functional fitness and community physical activity groups.
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>Project Performance</b>	<b>Project Performance</b>	<b>Project Performance</b>	<b>Project Performance</b>

### CAREER PATHWAYS

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



## SUBJECT SELECTION INFO SHEET

Sport & Recreation (Outdoors)

Years 11 & 12

**JAMES NASH**  
State High School  
Engage • Empower • Excel



What James Nash SHS students have to say about this subject:

*"The excursions to go abseiling, rock climbing and on camps were awesome."*

**PLAY**

<b>INCOMPATIBLE SUBJECTS</b>	<b>Sport &amp; Recreation</b> <b>Cert III Sport and Recreation</b> <b>Cert IV Fitness</b>	<b>DEPENDENT SUBJECTS</b>	<b>Nil</b>
<b>PRE-REQUISITE SUBJECTS</b>	<b>There are no prerequisite subjects however a C in Recreation Prep and Essential English are recommended</b>	<b>POTENTIAL QCE POINTS</b>	<b>4</b>
<b>COURSE DELIVERY</b>	<b>Face to face</b>	<b>CONTRIBUTES TO ATAR</b>	<b>Sport and Recreation can be used in an ATAR calculation as an Applied subject</b>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Sustainable Outdoor Recreation</b> Standards developed by the Outdoor Council of Australia outline the key requirements for preparing and delivering sustainable outdoor adventure activities. Along with Good Practice Guides, they include guidance that applies to all adventure activities. They set out recommendations for a common approach to risk management that can generally apply regardless of the specific activity being undertaken. Good Practice Guides for individual activities include guidance on specific adventure activities, such as abseiling and climbing, camping, cycling and bushwalking. These guides include a minimal impact code of practice and ensure safe and responsible planning and delivery of outdoor adventure activities. The Outdoor Council of Australia standards provide parameters on safety and other aspects of responsible activity delivery, such as respect for the environment, cultural heritage and other users.	<b>Outdoor Leadership</b> Outdoor leadership prepares students to exercise skills and strategies that are transferable to everyday life and multiple work environments. Outdoor leadership also builds capacity in the tourism sector by preparing students for careers as guides, instructors and outdoor adventure operators. It also provides a path to further study that leads to positions in management, human services, teaching and research.	<b>Challenge in the Outdoors</b> Outdoor recreation has adapted to different contexts and attracts a diverse range of participants. A broad variety of activities can be enjoyed in the outdoors, such as eco-tourism. The diverse activities available can be observed in elite and Olympic sports, such as sport climbing, mountain biking, canoeing and kayaking. Many participants are not associated with teams, clubs or competition, but gain much from their involvement as individuals or in social groups because of the mental and physical challenges embedded in each of these activities.	<b>Community Recreation</b> Community recreation also provides employment opportunities and is essential to the social fabric of the community, particularly in rural and remote areas. The 2032 Olympic and Paralympic Games will be a key driver for growth in community recreation, including the recruitment, training and management of staff and volunteers to fulfill key roles related to international-level sporting facilities and community-based training facilities. The creation of legacy programs and sustainable business models for venues post-Olympics will also be central to long-term participation community in community recreation and use of community-based facilities.
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>Project Performance</b>	<b>Project Performance</b>	<b>Project Performance</b>	<b>Project Performance</b>

### CAREER PATHWAYS

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

## SUBJECT SELECTION INFO SHEET

**Design**  
**Years 11 & 12**

**JAMES NASH**  
State High School  
Engage • Empower • Excel



### What James Nash SHS students have to say about this subject:

*"The best thing about Design is that you'll learn to be a creative thinker in every aspect of your life. You'll develop new ways of thinking in order to design better solutions to solve all kinds of problems and to create better futures, for all of us".*

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>Nil</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>Recommended - Design Graphics and/or Art</i>	<b>POTENTIAL QCE POINTS</b>	<i>4</i>
<b>COURSE DELIVERY</b>	<i>Face to face</i>	<b>CONTRIBUTES TO ATAR</b>	<i>Yes</i>

<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
<b>Stakeholder Centred Design</b> Topic 1: Designing for others	<b>Commercial Design Influences</b> Topic 1: Responding to needs and wants	<b>Human Centred Design</b> Topic 1: Designing with Empathy	<b>Sustainable Design Influences</b> Topic 1: Responding to opportunities
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>Design Folio (project)</b> <b>Design Challenge (exam)</b>	<b>Design Folio (project)</b> <b>Design Challenge (exam)</b>	<b>Design Challenge (exam)</b> <b>Design Folio (project)</b>	<b>Design Folio (project)</b> <b>Design Challenge (external exam)</b>

### CAREER PATHWAYS

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

## SUBJECT SELECTION INFO SHEET

### Digital Solutions Years 11 & 12

**JAMES NASH**  
State High School  
Engage • Empower • Excel



**PLAY**

#### What James Nash SHS students have to say about this subject:

"Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems".

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>Nil</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>Nil</i>	<b>POTENTIAL QCE POINTS</b>	<b>4</b>
<b>COURSE DELIVERY</b>	<b>Face to face</b>	<b>CONTRIBUTES TO ATAR</b>	<b>Yes</b>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
Creating with code • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions	Application and data solutions • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions	Digital innovation • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions	Digital impacts • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
• Investigation • Project	• Examination • Project — folio	<b>Summative internal assessment 1 (IA1):</b> • Investigation — technical proposal <b>Summative internal assessment 2 (IA2):</b> • Project — digital solution	<b>Summative internal assessment 3 (IA3):</b> • Project — folio <b>Summative external assessment (EA):</b> • Examination

#### CAREER PATHWAYS

Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

#### FIND OUT MORE

<https://jamesnashshs.eq.edu.au/curriculum/subjects-and-programs/business-and-digital-technologies>

# SUBJECT SELECTION INFO SHEET

Engineering (General)

Years 11 & 12

**JAMES NASH**  
State High School  
Engage • Empower • Excel



## What James Nash SHS students have to say about this subject:

"The best thing about Design is that you'll learn to be a creative thinker in every aspect of your life. You'll develop new ways of thinking in order to design better solutions to solve all kinds of problems and to create better futures, for all of us".

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>Nil</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>Recommended - Engineering, Physics, Specialist Maths</i>	<b>POTENTIAL QCE POINTS</b>	<i>4</i>
<b>COURSE DELIVERY</b>	<i>Face to face</i>	<b>CONTRIBUTES TO ATAR</b>	<i>Yes</i>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Engineering Fundamentals</b> Topic 1: Engineering in society Topic 2: Engineering communication Topic 3: Intro to Engineering mechanics Topic 4: Intro to Engineering materials	<b>Emerging Technologies</b> Topic 1: Emerging needs in society Topic 2: Emerging processes, machinery and automation Topic 3: Emerging materials	<b>Civil Structures</b> Topic 1: Civil structures in society Topic 2: Civil structures and forces Topic 3: Civil Engineering materials	<b>Machines and Mech anisms</b> Topic 1: Machines in society Topic 2: Machines, mechanisms and control Topic 3: Materials
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>Combination response (exam)</b> <b>Engineered solution (project)</b>	<b>Engineered solution (project)</b> <b>Combination response (exam)</b>	<b>Engineered solution (project)</b> <b>Combination response (exam)</b>	<b>Engineered solution (project)</b> <b>Combination response (exam)</b>

## CAREER PATHWAYS

Engineering is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies. A course of study in Engineering can establish a basis for further education in fields of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems.

# SUBJECT SELECTION INFO SHEET

Food and Nutrition

Years 11 & 12

**JAMES NASH**  
State High School  
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## What James Nash SHS students have to say about this subject:

"Food & Nutrition is about food science, nutrition and food technologies, and considers waste management, sustainability and food protection."

**PLAY**

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>Nil</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>Nil</i>	<b>POTENTIAL QCE POINTS</b>	<b>4</b>
<b>COURSE DELIVERY</b>	<i>Face to face</i>	<b>CONTRIBUTES TO ATAR</b>	<b>Yes</b>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Food science of vitamins, minerals and protein</b> <ul style="list-style-type: none"> <li>• Introduction to the food system</li> <li>• Vitamins and minerals</li> <li>• Protein</li> <li>• Developing food solutions</li> </ul>	<b>Food drivers and emerging trends</b> <ul style="list-style-type: none"> <li>• Consumer food drivers</li> <li>• Sensory profiling</li> <li>• Labelling and food safety</li> <li>• Food formulation for consumer markets</li> </ul>	<b>Food science of carbohydrate and fat</b> <ul style="list-style-type: none"> <li>• The food system</li> <li>• Carbohydrate</li> <li>• Fat</li> <li>• Developing food solutions</li> </ul>	<b>Food solution development for nutrition consumer markets</b> <ul style="list-style-type: none"> <li>• Formulation and reformulation for nutrition consumer markets</li> <li>• Food</li> </ul>
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>Formative assessment : Examination</b> <b>Formative assessment : Project — folio</b>	<b>Formative assessment : Examination</b> <b>Formative assessment : Project — folio</b>	<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>• Examination</li> </ul> <b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>• Project — folio</li> </ul>	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>• Project — folio</li> </ul> <b>Summative external assessment (EA):</b> <ul style="list-style-type: none"> <li>• Examination</li> </ul>

## CAREER PATHWAYS

Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

## SUBJECT SELECTION INFO SHEET

### Building and Construction Skills

### Year 11 & 12

**JAMES NASH**  
State High School  
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**PLAY**

#### What James Nash SHS students have to say about this subject:

*"Content is delivered in a practical project-based way and we are learning skills that we can use in the real world. We do electives in bricklaying, concreting, landscaping, plastering and painting, and tiling."*

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>Nil</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>Minimum C achievement in Year 10 Materials and Technologies.Specialisations preferred.</i>	<b>POTENTIAL QCE POINTS</b>	<i>4</i>
<b>COURSE DELIVERY</b>	<i>Face to face</i>	<b>CONTRIBUTES TO ATAR</b>	<i>Yes</i>

<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
Framing and Cladding	Site Preparation and Foundations	Fixing and Finishing	Construction in the domestic building industry
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>Project and Practical Demonstration</b>	<b>Project and Practical Demonstration</b>	<b>Project and Practical Demonstration</b>	<b>Project and Practical Demonstration</b>

#### CAREER PATHWAYS

The construction industry is one of Australia's largest industries. It covers the planning and building of all kinds of buildings, including homes, hospitals and office blocks. The demolition of existing structures is sometimes required.

The majority of jobs in the industry take place on building sites.

#### FIND OUT MORE

<https://jamesnashshs.eq.edu.au/curriculum/subjects-and-programs/industrial-technology-and-design>



# SUBJECT SELECTION INFO SHEET

Early Childhood Studies

Years 11 & 12

**JAMES NASH**  
State High School  
Engage • Empower • Excel



## What James Nash SHS students have to say about this subject:

"Early Childhood Studies focuses on learning about working with children aged from birth to five years."

**PLAY**

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>Nil</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>Nil</i>	<b>POTENTIAL QCE POINTS</b>	<b>4</b>
<b>COURSE DELIVERY</b>	<i>Face to face</i>	<b>CONTRIBUTES TO ATAR</b>	<b>Yes</b>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Play and Creativity</b> In this unit, students explore the value of play-based learning in early childhood.	<b>Literacy and Numeracy</b> In this unit, students explore the value of children learning valuable literacy and numeracy skills through the use of play-based activities.	<b>Children's Wellbeing</b> In this unit, students explore growth development, connectedness to the world, relationships, wellbeing, policies, frameworks and guidelines of early childhood education.	<b>The Childcare Industry</b> In this unit, students explore the policies and frameworks that are in place to guide early childhood education and care sector service providers to ensure they meet children's individual needs.
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>Investigation:</b> Investigate play and creativity, plan a play-based activity and evaluate the effectiveness of the play-based learning activity.  <b>Project:</b> Investigate and plan a play-based activity focusing on creativity, implement the play-based activity, and evaluate the effectiveness of the play-based activity.	<b>Investigation:</b> Investigate the fundamentals in early childhood related to literacy and numeracy, plan a play-based activity focused on literacy and numeracy and evaluate the effectiveness of the play-based learning activity.  <b>Project:</b> Investigate and plan a play-based activity focusing on literacy and numeracy, implement the play-based literacy and numeracy activity, and evaluate the effectiveness of the play-based activity.	<b>Investigation:</b> Investigate the fundamentals in early childhood related to children's wellbeing, plan a play-based activity focused on children's wellbeing and evaluate the effectiveness of the play-based learning activity.  <b>Project:</b> Investigate and plan a play-based activity focusing on children's wellbeing, implement the play-based activity, and evaluate the effectiveness of the play-based activity.	<b>Investigation:</b> Investigate the fundamentals in early childhood related to children's individual needs, plan a play-based activity focused on children's individual needs and evaluate the effectiveness of the play-based learning activity.  <b>Project:</b> Investigate and plan a play-based activity focusing on children's individual needs, implement the play-based activity, and evaluate the effectiveness of the play-based activity.

## CAREER PATHWAYS

Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher's aides or assistants in a range of early childhood contexts.

## SUBJECT SELECTION INFO SHEET

Engineering Skills

Year 11 & 12

**JAMES NASH**  
State High School  
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**PLAY**

### What James Nash SHS students have to say about this subject:

*"This is an excellent introduction into the basic principles of sheet metal work, welding fabrication and fitting and machining. High emphasis on practical skills in a project-based learning environment."*

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>Nil</i>
<b>PRE-REQUISITE SUBJECTS</b>	<b>Minimum C achievement in Year 10 Materials and Technologies. Specialisations preferred</b>	<b>POTENTIAL QCE POINTS</b>	<b>4</b>
<b>COURSE DELIVERY</b>	<b>Face to face</b>	<b>CONTRIBUTES TO ATAR</b>	<b>Yes</b>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
Sheet metal working	Welding and fabrication	Production in the transport engineering industry	Fitting and machining
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>Practical Demonstration and Project</b>	<b>Practical Demonstration and Project</b>	<b>Practical Demonstration and Project</b>	<b>Practical Demonstration and Project</b>

### CAREER PATHWAYS

Metal fabricators select and prepare metal stock for fabrication to make or repair metal structures such as boilers and pressure vessels. Metal fabricators study blueprints, drawing and specifications to determine job requirements.

They shape and bend metal sections and pipes using hand and machine tools. They join metal sections using various welding techniques, as well as cut metal sections by using flame cutting torches and metal cutting machines.

### FIND OUT MORE

<https://jamesnashshs.eq.edu.au/curriculum/subjects-and-programs/industrial-technology-and-design>

# SUBJECT SELECTION INFO SHEET

Fashion Design  
Years 11 & 12

**JAMES NASH**  
State High School  
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## What James Nash SHS students have to say about this subject:

*"Fashion explores fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves."*

**PLAY**

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>Nil</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>Nil</i>	<b>POTENTIAL QCE POINTS</b>	<b>4</b>
<b>COURSE DELIVERY</b>	<b>Face to face</b>	<b>CONTRIBUTES TO ATAR</b>	<b>Yes</b>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Fashion Designers</b> Students explore the fashion industry through the context of fashion designers. They will design and produce fashion garments inspired by a selected fashion designer and evaluate the quality of their products against customer expectations as well as industry processes.	<b>Adornment</b> Students will study types of adornment including millinery, wearable art and accessories. They will look at the history of adornment use, materials used and the significance of adornment in the fashion industry. Students will design adornment pieces for an existing collection and produce an adornment item for a specific client.	<b>Collections</b> Students investigate seasonal collections, fashion types and categories, branding, marketing and design inspirations for fashion collections. They will design a fashion collection as well as produce garments that are part of the collection.	<b>Slow Fashion</b> Students look at sustainability in the fashion industry, features of slow fashion, economic and environmental impacts of fast fashion and practices and principles of contemporary designers who create sustainable products. Students will design and produce upcycled garments as well as an awareness campaign around slow fashion.
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>Project – Fashion Garment</b> Students will design and produce a fashion garment inspired by a selected designer.	<b>Project – Adornment Item</b> Students design and produce adornment item/s for a specific client.	<b>Project – Fashion Collection</b> Students design and present a fashion collection for a specific brand, fashion category or other focus.	<b>Project – Fashion Garment</b> Students design and produce fashion garments that have been upcycled from preloved garments.
<b>Project – Outfit Design</b> Students design an outfit inspired by the environment.	<b>Project – Adornment Extension Line</b> Students create a series of drawings for an adornment extension line of items to complement the collection of an existing designer.	<b>Project – Fashion Garment</b> Students design and produce fashion garment/s that are part of a fashion collection.	<b>Project – Awareness Campaign</b> Students create an awareness campaign for the local community promoting sustainable fashion practices.

## CAREER PATHWAYS

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

## SUBJECT SELECTION INFO SHEET

Furnishing Skills

Year 11 & 12

**JAMES NASH**  
State High School  
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**PLAY**

### What James Nash SHS students have to say about this subject:

"Students love being able to take something home that they've made with their own two hands! Practical, project-based learning environment that puts you on the right path for industry apprenticeship or vocational training."

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>Nil</i>
<b>PRE-REQUISITE SUBJECTS</b>	<b>Minimum C achievement in Year 10 Materials and Technologies. Specialisations preferred</b>	<b>POTENTIAL QCE POINTS</b>	<b>4</b>
<b>COURSE DELIVERY</b>	<b>Face to face</b>	<b>CONTRIBUTES TO ATAR</b>	<b>Yes</b>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
Cabinet Making	Furniture Making	Interior Furnishing	Production in the domestic furniture industry
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>Practical demonstration and project</b>	<b>Practical demonstration and project</b>	<b>Project and practical demonstration</b>	<b>Practical demonstration and project</b>

### CAREER PATHWAYS

The construction industry is one of Australia's largest industries. It covers the planning and building of all kinds of buildings, including homes, hospitals and office blocks. The demolition of existing structures is sometimes required. The majority of jobs in the industry take place on building sites.

### FIND OUT MORE

<https://jamesnashshs.eq.edu.au/curriculum/subjects-and-programs/industrial-technology-and-design>

# SUBJECT SELECTION INFO SHEET

## Information and Communication Technology

### Years 11 & 12

**JAMES NASH**  
State High School  
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**PLAY**

#### What James Nash SHS students have to say about this subject:

"Information & Communication Technology (ICT) focuses on the knowledge, understanding and skills related to using and developing information and communication technology in work, study and leisure setting."

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>Nil</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>Nil</i>	<b>POTENTIAL QCE POINTS</b>	<b>4</b>
<b>COURSE DELIVERY</b>	<i>Face to face</i>	<b>CONTRIBUTES TO ATAR</b>	<i>Yes</i>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<p><b>Module 1: Graphic design</b> Students will use basic image manipulation techniques to produce digital images using appropriate hardware and software for a particular context.</p> <p><b>Module 2: Multimedia Website</b> Students will plan and produce a multimedia website to solve a technical problem. Students will apply best practice by synthesising W3C web standards, current trends and accessibility guidelines.</p>	<p><b>Module 3: Mobile application</b> Students research laptop and other devices for use in the school BYOD program. They produce a fact sheet for parents where they make recommendations for different types of users.</p> <p><b>Module 4: Game Development (Part1)</b> Students will plan and produce a digital game using object-oriented programming.</p>	<p><b>Module 5: Game development (Part 2)</b> Students will plan and produce a digital game using object-oriented programming. The game will include intermediate game mechanics with secure and safe use of user data and ethical use of images and other visual features.</p>	<p><b>Module 6: Presenting me</b> This module focuses on the development of a personal digital presence online. Students will produce a web resume, including video, images and text. Students will use appropriate software and hardware and follow practices to ensure ethical use, security and safety of the user.</p>
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<p><b>Project: Produce a magazine cover for a client using image-editing software and analyse and evaluate the manipulation of published images. Product component + Multimodal component.</b></p> <p><b>Project: Plan and produce a website for a client. Analyse and evaluate the web development process and make recommendations for future improvements against criteria. Spoken component + Product component.</b></p>	<p><b>Extended response: Analyse and evaluate the navigation interfaces of Android and Apple operating systems in terms of online data management and communication. Spoken response.</b></p> <p><b>Project: Plan and produce a game using object-oriented programming that solves a creative problem. Product component + Multimodal component.</b></p>	<p><b>Extended response: Analyse the MMORPG stimulus to identify common online communication methods.</b></p> <p><b>Project: Plan and produce a game using object-oriented programming that solves a technical problem. Explain and evaluate the problem-solving process. Product component + Spoken component</b></p>	<p><b>Extended response: Analyse a blog or website and synthesise information and ideas regarding the ethics, security and safety of users to evaluate its effectiveness in creating an online presence. Spoken response</b></p> <p><b>Project: Plan and produce a mobile-first website to solve a creative problem. Evaluate the effectiveness, usability, functionality and suitability of the final product and make justified recommendations for improvement. Written component + Product component.</b></p>

#### CAREER PATHWAYS

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

#### FIND OUT MORE

<https://jamesnashshs.eq.edu.au/curriculum/subjects-and-programs/business-and-digital-technologies>

## SUBJECT SELECTION INFO SHEET

### Industrial Graphics Skills

Year 11

**JAMES NASH**  
State High School  
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**PLAY**

#### What James Nash SHS students have to say about this subject:

*This subject provides the theoretical understanding that really underpins the skills subjects in the INTAD faculty area. Students learn how to use Computer Aided Design to read and interpret and produce drawings for industry.*

<b>INCOMPATIBLE SUBJECTS</b>	<i>Nil</i>	<b>DEPENDENT SUBJECTS</b>	<i>Nil</i>
<b>PRE-REQUISITE SUBJECTS</b>	<i>Minimum C achievement in Year 10 Design Graphics or Engineering preferred. BYOD essential.</i>	<b>POTENTIAL QCE POINTS</b>	<b>4</b>
<b>COURSE DELIVERY</b>	<i>Face to face</i>	<b>CONTRIBUTES TO ATAR</b>	<b>Yes</b>

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
Drafting for residential building	Computer-aided drafting – modelling	Graphics for the engineering industry	Graphics for the construction industry
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>Practical demonstration and project</b>	<b>Practical demonstration and project</b>	<b>Practical demonstration and project</b>	<b>Practical demonstration and project</b>

#### CAREER PATHWAYS

A Draftsperson creates technical drawings, mostly used in construction and manufacturing. They often work in conjunction with Architects. Their work aids the construction of buildings, infrastructure and aircraft, among other things. A Draftsperson usually uses computer-aided design (CAD) principles.

#### FIND OUT MORE

<https://jamesnashshs.eq.edu.au/curriculum/subjects-and-programs/industrial-technology-and-design>



## SUBJECT SELECTION INFO SHEET

Certificate I in Basic Financial Literacy FNS10120

Years 11 & 12

**JAMES NASH**  
State High School  
Engage • Empower • Excel



**What James Nash SHS students have to say:**

*"I now understand how I can budget my money and to use a savings plan".*

<b>PRE-REQUISITES</b>	<i>Nil</i>
<b>COURSE DELIVERY</b>	<i>Face to face on campus</i>



**RTO NO. 30314**

### UNITS & ASSESSMENT

<i>National Code</i>	<i>Title</i>	<i>Assessment</i>
FNSFLT211	Develop and use a personal budget	Questioning Observation Folio
FNSFLT212	Develop and use a savings plan	
FNSFLT213	Develop knowledge of debt and consumer debt	
FNSFLT214	Develop knowledge of superannuation	
FNSFLT215	Develop knowledge of the Australian financial system and markets	
FNSFLT216	Develop knowledge of taxation	

### CAREER PATHWAYS

Students are able to get gain some introductory skills and knowledge about finance. Basic Financial Literacy can provide students with an understanding and knowledge about their own budgets, tax and how superannuation works. Further study could provide pathways to the following jobs/careers – book keeper, financial clerk, bank teller, loan officer, financial advisor.

### POSSIBLE QUALIFICATION PROGRESSION:

Certificate II in Financial Services → Certificate III in Accounts Administration → Certificate IV in Bookkeeping → Diploma of Accounting → Bachelor of Accounting

## SUBJECT SELECTION INFO SHEET

### Certificate I in Construction CPC10120 Years 11 & 12

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#### What James Nash SHS students have to say:

*"I was able to get my white card as part of this course and learnt some basic construction skills."*

<b>PRE-REQUISITES</b>	<b><i>There are no Prerequisites to study Certificate I in Construction, however it is recommended students study Production Wood and Production Metal in Year 9 and achieve a B rating or better. Entry into this course is limited and competency is a prerequisite to gaining selection into the Gympie Trade Training Centre T4F Course in Year 11. Students attend this course 1 day per week for a full year.</i></b>
<b>COURSE DELIVERY</b>	<b><i>Face to face on campus</i></b>



#### UNITS & ASSESSMENT

National Code	Title	Assessment
CPCCOM1012	Work effectively and sustainably in the construction industry	Questioning Observation Folio
CPCCOM1013	Plan and organise work	
CPCCOM1014	Conduct workplace communication	
CPCCOM2001	Read and interpret plans and specifications	
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	
CPCCCM2005	Use construction tools and equipment	
CPCCVE1011	Undertake a basic construction project	
CPCCCM2005A	Use construction tools and equipment	
CPCCWHS1001	Prepare to work safely in the construction industry	
CPCCOM1015	Carry out measurements and calculations	
CPCCCM2004A	Handle construction materials	
CPCCCM2006	Apply basic levelling procedures	
CPCCCM2004	Handle construction materials	

**Students will be issued with Certificate I in Construction if they are competent in all 13 units of competency, or a Statement of Attainment if competent in some but not all.**

#### CAREER PATHWAYS

The skills achieved will assist in successfully undertaking a Certificate II pre-vocational program or job outcome qualification, or will facilitate entry into an Australian Apprenticeship.

## SUBJECT SELECTION INFO SHEET

### Certificate I in Workplace Skills BSB10120 Years 11 & 12

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#### What James Nash SHS students have to say:

*"This course has shown me the basics I need to use my computer, how to accurately record things and how to be better at time management"*

<b>PRE-REQUISITES</b>	<b>Nil</b>
<b>COURSE DELIVERY</b>	<b>Face to face on campus</b>



#### UNITS & ASSESSMENT

<i>National Code</i>	<i>Title</i>	<i>Assessment</i>
BSBOPS101	Use business resources	Questioning Observation Folio
BSBPEF101	Plan and prepare for work readiness	
BSBTEC101	Operate digital devices	
FSKOCM006	Use oral communication skills to participate in workplace teams	
FSKDIG002	Use digital technology for routine and simple workplace tasks	
SITXCOM006	Source and present information	
<b>Students will be issued with Certificate I in Workplace Skills if they are competent in all 6 units of competency, or a Statement of Attainment if competent in some but not all.</b>		

#### CAREER PATHWAYS

Students are able to get gain some introductory skills in business administration and software applications. Workplace Skills can provide a foundation for further study for the following jobs/careers – administration assistant, receptionist, personal assistant, office clerk.

#### POSSIBLE QUALIFICATION PROGRESSION:

Certificate II in Workplace Skills → Certificate III in Business → Diploma on Business → Bachelor of Business

## SUBJECT SELECTION INFO SHEET

### Certificate II in Workplace Skills BSB20120 Years 11 & 12

**JAMES NASH**  
State High School  
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#### What James Nash SHS students have to say:

*"I was able to get my white card as part of this course and learnt some basic construction skills."*

<b>PRE-REQUISITES</b>	<b>Nil</b>
<b>COURSE DELIVERY</b>	<b>Face to face on campus</b>



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TRAINING

**RTO NO. 30314**

#### UNITS & ASSESSMENT

<i>National Code</i>	<i>Title</i>	<i>Assessment</i>
BSBOPS101	Use business resources	Questioning Observation Folio
BSBPEF101	Plan and prepare for work readiness	
BSBTEC101	Operate digital devices	
FSKOCM006	Use oral communication skills to participate in workplace teams	
FSKDIG002	Use digital technology for routine and simple workplace tasks	
SITXCOM006	Source and present information	
<b>Students will be issued with Certificate II in Workplace Skills if they are competent in all 6 units of competency, or a Statement of Attainment if competent in some but not all.</b>		

#### CAREER PATHWAYS

Students are able to get gain some introductory skills in business administration and software applications. Workplace Skills can provide a foundation for further study for the following jobs/careers – administration assistant, receptionist, personal assistant, office clerk.

#### POSSIBLE QUALIFICATION PROGRESSION:

Certificate II in Workplace Skills → Certificate III in Business → Diploma on Business → Bachelor of Business

## SUBJECT SELECTION INFO SHEET

Certificate II in Engineering Pathways MEM20422

Years 11 & 12

**JAMES NASH**  
State High School  
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### What James Nash SHS students have to say:

*"I have really enjoyed learning to work with metal and have made some great projects including a BBQ".*



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TRAINING

RTO NO. 30314

<b>PRE-REQUISITES</b>	<b><i>There are no Prerequisites to study Certificate II in Engineering Pathways, however it is recommended students study Production Metal in year 10.</i></b>
<b>COURSE DELIVERY</b>	<b><i>Face to face on campus</i></b>

### UNITS & ASSESSMENT

National Code	Title	Assessment
MEM13015	Work safely and effectively in manufacturing and engineering	Questioning Observation Product
MEMPE005	Develop a career plan for the engineering and manufacturing industries	
MEMPE006	Undertake a basic engineering project	
MSMENV272	Participate in environmentally sustainable work practices	
MEM16006	Organise and communicate information	
MEM16008	Interact with computing technology	
MEM18002	Use power tools hand held operations	
MEMPE001	Use engineering workshop machines	
MEMPE002	Use electric welding machines	
MEMPE003	Use oxy-acetylene and soldering equipment	
MEMPE004	Use fabrication equipment	
MSMSUP106	Work in a team	
MEM11011	Undertake manual handling	

**Students will be issued with Certificate II in Engineering Pathways if they are competent in all 13 units of competency, or a Statement of Attainment if competent in some but not all.**

### CAREER PATHWAYS

The skills achieved will assist in successfully undertaking a Certificate II pre-vocational program or job outcome qualification, or will facilitate entry into an Australian Apprenticeship.

## SUBJECT SELECTION INFO SHEET

Certificate II in Furniture Making Pathways MSF20522

Years 11 & 12

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### What James Nash SHS students have to say:

*“This qualification has allowed me to develop furniture making skills. I have made a bed side table and a lazy Susan that I’m really proud of”.*

<b>PRE-REQUISITES</b>	<b><i>There are no Prerequisites to study Certificate II in Furniture Making Pathways, however it is recommended students study Production Wood in year 10.</i></b>
<b>COURSE DELIVERY</b>	<b><i>Face to face on campus</i></b>



## UNITS & ASSESSMENT

National Code	Title	Assessment
MSMENV272	Participate in environmentally sustainable work practices	Questioning Observation Product
MSMPCI103	Demonstrate care and apply safe practices at work	
MSFGN2001	Make measurements and calculations	
MSFFP2020	Undertake a basic furniture making project	
MSDDP2017	Develop a career plan for the furnishing industry	
MSFFM2013	Use furniture making sector hand and power tools	
MSFFM2019	Assemble furnishing products	
MSFFP2012	Join furnishing materials	
MSFFM2014	Select and apply hardware	
MSFFP2011	Use timber furnishing construction techniques	
MSFFP2014	Use basic finishing techniques on timber surfaces	
MSMUP106	Work in a team	

**Students will be issued with Certificate II in Furniture Making Pathways if they are competent in all 12 units of competency, or a Statement of Attainment if competent in some but not all.**

## CAREER PATHWAYS

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



## SUBJECT SELECTION INFO SHEET

Certificate II in Skills for Work

And Vocational Pathways FSK20119

Years 11 & 12

**JAMES NASH**  
State High School  
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### What James Nash SHS students have to say:

*"I This qualification showed me what is expected in a workplace. I feel more confident about what to expect when I start applying for jobs."*

<b>PRE-REQUISITES</b>	<b>Nil</b>
<b>COURSE DELIVERY</b>	<b>Online &amp; face to face</b>



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TRAINING

**RTO NO. 30314**

### UNITS & ASSESSMENT

National Code	Title	Assessment
FSKLRG011	Use routine strategies for work-related learning	Observation
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work	Questioning
FSKNUM015	Estimate, measure and calculate routine metric measurements for work	Product
FSKDIG003	Use digital technology for routine workplace tasks	
FSKLRG009	Use strategies to respond to routine workplace problems	
FSKOCM007	Interact effectively with others at work	
FSKRDG010	Read and respond to routine workplace information	
FSKWTG008	Complete routine workplace formatted texts	
FSKWTG009	Write routine workplace texts	
FSKLRG007	Use strategies to identify job opportunities	
BSBTWK201	Work effectively with others	
SIRXWHS002	Contribute to workplace health and safety	
FSKRDG009	Read and respond to routine standard operating procedures	
FSKLRG018	Develop and plan to organise routine workplace tasks	

**Students will be issued with Certificate II in Skills for Work and Vocational Pathways if they are competent in all 14 units of competency, or a Statement of Attainment if competent in some but not all.**

### CAREER PATHWAYS

Gives students the opportunity to develop job seeking skills that will help build a platform to becoming part of a future work force.

The skills and attitudes gained in this course will prepare students for a variety of entry points into employment as an employee as well as possible preparation for continuing study at:

- TAFE – Entry level qualifications across a range of vocations
- Traineeships & apprenticeships

## SUBJECT SELECTION INFO SHEET

Certificate II in Tourism SIT20122

Years 11 & 12

**JAMES NASH**  
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### What James Nash SHS students have to say:

*"This qualification reflects the role of individuals who have a defined and limited range of tourism operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision."*



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<b>PRE-REQUISITES</b>	<b>Nil</b>
<b>COURSE DELIVERY</b>	<b>Face to face on campus</b>

### UNITS & ASSESSMENT

National Code	Title	Assessment
SITTIND003	Source and use information on the tourism and travel industry	Questioning Observation Product
SITXCCS009	Provide customer information and assistance	
SITXCCS011	Interact with customers	
SITXCOM007	Show social and cultural sensitivity	
SITXWHS005	Participate in safe work practices	
SIRXPDK001	Advise on products and services	
SITXCOM008	Provide a briefing or scripted commentary	
SITXCCS010	Provide visitor information	
SITXCOM006	Source and present information	
FSKDIG001	Use digital technology for short and basic workplace tasks	
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms	

**Students will be issued with Certificate II in Tourism if they are competent in all 11 units of competency, or a Statement of Attainment if competent in some but not all.**

### CAREER PATHWAYS

This qualification provides a pathway to work in many tourism and travel industry sectors and for a diverse range of employers including travel agencies, tour wholesalers, tour operators, holiday parks and resorts, attractions, cultural and heritage sites, and any small tourism business.

### POSSIBLE QUALIFICATION PROGRESSION:

Cert III in Tourism → Cert IV in Tourism → Diploma in Travel and Tourism → Advanced Diploma → Bachelor of Tourism

## SUBJECT SELECTION INFO SHEET

Certificate II in Hospitality SIT20322

Years 11 & 12

**JAMES NASH**  
State High School  
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### What James Nash SHS students have to say:

*"I loved doing the coffee unit where we run cafes for staff. The work placement in industry also gave me a chance to see how hospitality businesses run."*

<b>PRE-REQUISITES</b>	<b>Students need to have completed Certificate I in Hospitality SIT10222 to apply for this certificate qualification.</b>
<b>COURSE DELIVERY</b>	<b>Face to face on campus</b>



### UNITS & ASSESSMENT

National Code	Title	Assessment
SITXFAS005	Use hygienic practices for food safety	Questioning
SITXWHS005	Participate in safe work practices	Observation
BSBTWK201	Work effectively with others	Product
TLIE10009	Carry out basic workplace calculations	12 shifts of work placement in industry - compulsory
SITHIND006	Source and use information on the hospitality industry	
SITXCCS011	Interact with customers	
SITXCOM007	Show social and cultural sensitivity	
SITHIND007	Use hospitality skills effectively	
SITXFIN007	Process financial transactions	
SITXCOM006	Source and present information	
SITHFAB021	Provide responsible service of alcohol	
SITHFAB025	Prepare and serve espresso coffee	

**Course completed over 2 years. Students will be issued with Certificate II in Hospitality if they are competent in all 12 units of competency, or a Statement of Attainment if competent in some but not all.**

### WORKPLACE REQUIREMENTS

Work placement in Certificate II Hospitality is compulsory to complete the course. This also gives the students an opportunity to participate in a real life hospitality experience to gain a better understanding of the industry and to make industry contacts.

### CAREER PATHWAYS

English helps students build the reading, writing, speaking and critical thinking skills necessary in any career and in everyday life.

### POSSIBLE QUALIFICATION PROGRESSION:

Cert III in Hospitality → Cert IV in Hospitality → Diploma of Hospitality Management → Bachelor of Hospitality Management

## SUBJECT SELECTION INFO SHEET

Certificate III in Hospitality SIT30622

Years 11 & 12

**JAMES NASH**  
State High School  
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**What James Nash SHS students have to say:**

*"Being able to be job ready for the hospitality industry is great!"*

<b>PRE-REQUISITES</b>	<b>Students need to have completed Certificate II in Hospitality SIT20322 to apply for this certificate qualification.</b>
<b>COURSE DELIVERY</b>	<b>Face to face on campus</b>



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**RTO NO. 30314**

### UNITS & ASSESSMENT

National Code	Title	Assessment
SITHIND006	Source and use information on the hospitality industry	Questioning Observation Product 36 shifts of work placement in industry compulsory
SITHIND008	Work effectively in hospitality service	
SITXCCS014	Provide service to customers	
SITXCOM007	Show social and cultural sensitivity	
SITXHRM007	Coach others in job skills	
SITXWHS005	Participate in safe work practices	
SITHFAB021	Provide responsible service of alcohol	
SITHFAB022	Clean and tidy bar areas	
SITHFAB023	Operate a bar	
SITHFAB024	Prepare and serve non-alcoholic beverages	
SITXFINO07	Process financial transactions	
SITXFSA005	Use hygienic practices for food safety	
SITXFSA006	Participate in safe food handling practices	

**Students will be issued with Certificate III in Hospitality if they are competent in all 13 units of competency, or a Statement of Attainment if competent in some but not all.**

### WORKPLACE REQUIREMENTS

Work placement in Certificate III Hospitality is compulsory to complete the course. This also gives the students an opportunity to participate in a real life hospitality experience to gain a better understanding of the industry and to make industry contacts.

### CAREER PATHWAYS

This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops. Students have often chosen Hospitality to help them in: Chef, Cook, Waiters, Bar Attendant, Food and Service Manager, Hotel Manager, Catering, Banquet Staff, Banquet Manager.

### POSSIBLE QUALIFICATION PROGRESSION:

Certificate IV in Hospitality → Diploma of Hospitality Management → Bachelor of Hospitality Management

## SUBJECT SELECTION INFO SHEET

Certificate III in Business BSB30120  
Years 11 & 12

**JAMES NASH**  
State High School  
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**What James Nash SHS students have to say:**  
*"I used the Cert III to be ATAR eligible."*

<b>PRE-REQUISITES</b>	<i>Nil</i>
<b>COURSE DELIVERY</b>	<i>Face to face on campus</i>



### UNITS & ASSESSMENT

National Code	Title	Assessment
BSBCRT311	Apply critical thinking skills in a team environment	Questioning Observation Folio
BSBPEF201	Support personal wellbeing in the workplace	
BSBSUS211	Participate in sustainable work practices	
BSBTWK301	Use inclusive work practices	
BSBWHS311	Assist with maintaining workplace safety	
BSBXCM301	Engage in workplace communication	
BSBTEC201	Use business software applications	
BSBTEC301	Design and produce business documents	
BSBTEC302	Design and produce spreadsheets	
BSBTEC303	Create electronic presentations	
BSBWRT311	Write simple documents	
BSBPEF301	Organise personal work priorities	
BSBOPS303	Organise schedules	

**Students will be issued with Certificate III in Business if they are competent in all 13 units of competency, or a Statement of Attainment if competent in some but not all.**

### CAREER PATHWAYS

This qualification reflects the role of individuals in a variety of Business Services job roles. It is likely that students are establishing their own work performance. Students in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. Possible jobs could include administration manager, sales manager, small business, department managers.

### POSSIBLE QUALIFICATION PROGRESSION:

Cert IV in Business → Diploma of Business Management → Bachelor of Business



### CAMPUS

Bundaberg, Gympie, Hervey Bay, Maryborough Trade Training Centre, Nambour, Sunshine Coast Technical Trade Training Centre (Caloundra)

### DURATION

4 terms

### STUDY MODE

Face-to-face

### WORKLOAD

1 day per week

### YEAR LEVEL

10, 11 and 12

### QCE CREDITS

4 credits

Prepare for your career in the light and heavy automotive and marine industries with this entry-level course. This qualification will give you the basic skills and knowledge needed to pursue an automotive apprenticeship.



## Certificate II in Automotive Vocational Preparation

VETIS funded  
COURSE CODE: AUR20720

### Core units

AURASA102	Follow safe working practices in an automotive workplace
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace
AURTTK102	Use and maintain tools and equipment in an automotive workplace
AURAF104	Resolve routine problems in an automotive workplace
AURAF103	Communicate effectively in an automotive workplace
AURLTA101	Identify automotive mechanical systems and components
AURETR103	Identify automotive electrical systems and components

### Elective units

AURTTA127	Carry out basic vehicle servicing operations
AURTTA105	Select and use bearings, seals, gaskets, sealants and adhesives
AURTTJ011	Balance wheels and tyres
AURTTF101	Inspect and service petrol fuel systems
AURETR115	Inspect, test and service batteries

### Pathway options

Certificate II in Automotive Vocational Preparation (Career Start) AUR20720
Certificate III in Light Vehicle Mechanical Technology AUR30620
Certificate III in Motorcycle Mechanical Technology AUR30820
Certificate III in Mobile Plant Technology AUR31220
Certificate III in Heavy Commercial Vehicle Mechanical Technology AUR31120

### Career outcomes

Vehicle service assistant, marine service assistant
Mechanic's assistant, automotive mechanic, motorcycle mechanic (general), light vehicle, mechanical technician, mobile plant operators, diesel motor mechanic, hydro and electrical vehicles



Apply online at [tafeapply.com](https://tafeapply.com)  
using code **TQEC2501**



# Certificate II in Community Services

VETiS funded  
COURSE CODE: CHC22015

## Core units - Early Childhood Education and Care

BSBWOR202	Organise and complete daily work activities
CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTWHS001	Participate in workplace health and safety

## Elective units

CHCECE002	Ensure health and safety of children
CHCECE056	Work effectively in children's education and care
HLTFSE001	Follow basic food safety practices
CHCECE004	Promote and provide health foods and drinks

## Core units - Community Services

BSBWOR202	Organise and complete daily work activities
CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTWHS001	Participate in workplace health and safety

## Elective units

HLTWHS006	Manage personal stresses in the work environment
BSBWOR301	Organise personal work priorities and development
CHCCDE003	Work within a community development framework
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

## Pathway options

## Career outcomes

Certificate II in Community Services (Career Start) CHC22015	Assistant community service worker
Certificate III in Community Services CHC32015	Community worker under supervision
Certificate IV in Community Services CHC42015	Community worker with individual responsibilities, entry level youth worker, case worker
Certificate IV in Youth Work CHC40413	
Certificate IV in Child, Youth and Family Intervention CHC40313	
Diploma of Community Services CHC52015	Community worker responsible for supervising others, youth worker, family support worker, case manager, counsellor
Diploma of Counselling CHC51015	
Diploma of Youth Work CHC50413	
Diploma of Child, Youth and Family Intervention CHC50313	Senior manager within a community services organisation
Advanced Diploma of Community Sector Management CHC62015	

## CAMPUS

Community Services: Mooloolaba

Early Childhood Education and Care: Bundaberg, Gympie, Hervey Bay, Maryborough, Mooloolaba,

## DURATION

4 terms

## STUDY MODE

Face-to-face, online

## WORKLOAD

1 day per week

## YEAR LEVEL

10, 11 and 12

## QCE CREDITS

4 credits†

Kick-start your career in the social sector with this entry-level qualification that will get you working with your community faster.

†Students who have previously undertaken the Trade Taster program may only be eligible for 2 credits.



Apply online at [tafeapply.com](https://tafeapply.com)  
using code **TQEC2501**



**IVET Institute Pty Ltd**

RTO No: 40548



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## CUA20220 Certificate II in Creative Industries

### Qualification description

This qualification reflects the role of individuals with the skills and knowledge to perform in a range of varied activities in the creative industries where there is a defined range of contexts. This program can be specialised or broad depending upon the needs of the students and structures of the school.

It applies to work in different work environments that include entertainment customer service, staging, television and radio production, broadcasting production, lighting and sound, theatre, scenery and set construction, screen and media, and film production. Individuals complete tasks with limited complexity and with required actions clearly defined.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

### Entry requirements

There are no entry requirements for this qualification. At enrolment students will need to provide their Unique Student Identifier ([usi.gov.au](http://usi.gov.au)) and complete an LLN test to determine suitability and any support needs.

### Duration and location

This is a 2 year course delivered in years 11 and 12 on site with qualified school staff via a third party arrangement with IVET Institute.

### Delivery modes

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

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

### Fees

The total Fee for Service cost for the 12-month course is \$295.

Can be extended in a second year for \$215 enrolment fee.

### Subject Type

VET Qualification

### QCE Points

Maximum of 4 credits.

### Course Units

Students must successfully complete all 10 units of competency (3 core units plus 7 elective\* units) to attain this qualification.

Unit code	Title
CUAIND211	Develop and apply creative arts industry knowledge
CUAWHS312	Apply work health and safety practices
BSBTWK201	Work effectively with others
CUADES201*	Follow a design process
CUAACD201*	Develop drawing skills to communicate ideas
CUAFOH211*	Undertake routine front of house duties
CUAFOH212*	Usher patrons
CUASOU211*	Develop basic audio skills and knowledge
CUASOU212	Perform basic sound editing
CUADIG211	Maintain interactive content

### Assessment

Assessment is competency based. Assessment techniques include but not limited to:

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

### Pathways

Potential options may include:

- entry level employment within the creative industry
- Certificate III certifications (Screen and Media, Visual Arts, Design Fundamentals)
- Diplomas (Screen and Media, Visual Arts)
- Bachelor degrees (Digital Media, Creative Industries)

### Obligation

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

[ivet.edu.au](http://ivet.edu.au)

1300 004 838

[admin@ivet.edu.au](mailto:admin@ivet.edu.au)



Proudly offers....

## AHC20422 Certificate II in Horticulture Program

### Overview

This qualification underpins a range of work functions and job roles that can lead to a horticultural trade qualification. It includes the theoretical and practical components of fifteen (15) units of competency. The units will contribute to a competent horticulture trade worker in a wide variety of workplaces.

### Common Employment Outcomes:

- Nurseries
- Landscaping businesses
- Production horticulture farms
- Parks and gardens
- Councils
- Irrigation businesses
- Floriculture
- Golf Courses
- And many more



### Funding is available for school students.

#### VETiS Funding (Preferred) - Minimum of 8 students

What we do with other schools is the VETiS (Vocational Education in Schools) program, this is fully funded and LT Training is a Skills Assured Supplier (SAS) for Certificate II in Horticulture.

How will VETiS (Vocational Education in Schools) work?

- We do the training. The trainer is ready to see your students 1 – 2 times a fortnight.
- We will setup a contract
- The School is in charge of supporting students and recruiting them.
- The School, with the help of our trainer, is in charge of the enrolment process.
- No costs, fully funded

**User Choice:** Contact your employer if you are already employed in the industry and wants to choose LT Training as your Supervising Registered Training Organisation (SRTTO). Eligible School-based trainees (SAT) who meet the Queensland state funding requirements will be free of any set fees per nominal hour.

### Standard course

The course is developed to be conducted in hard copy. Soft copy links to all units will also be available. Practical activities are to be signed off by your trainer/supervisor and assessor observing you do jobs.





## Cost

There is no cost to school-based students.

## Prerequisites

There are no entry requirements for the certificate. However, students should have reasonable fitness and physical ability levels and an interest in horticulture.



## Units

The successful achievement of this qualification requires you to complete a total of 15 units:

8 Core units

7 elective units

The following units are available:

### Core units

AHCMOM203	Operate basic machinery and equipment
AHPCPM204	Recognise plants
AHCPGD207	Plant trees and shrubs
AHCPMG201	Treat weeds
AHCPMG202	Treat plant pests, diseases and disorders
AHCSOL203	Assist with soil or growing media sampling and testing
AHCWHS202	Participate in workplace health and safety processes
AHCWRK211	Participate in environmentally sustainable work practices

### Elective units available

- 7 units from elective list below

(2 units may be selected from any other endorsed Training Package or Accredited Course. Selected units must be relevant to job outcomes in horticulture and must be chosen to ensure the integrity of the qualification outcome at AQF level 2)

TLID0020	Shift materials safely using manual handling methods
AHCCHM201	Apply chemicals under supervision
AHCMOM204	Undertake operational maintenance of machinery
AHCPGD102	Support gardening work
AHCLSC206	Assist with landscape construction work
AHCPGD209	Prune shrubs and small trees
AHCINF207	Maintain properties and structures







Additional units below could be delivered with a Statement of Attainment. We regard each client as having their own specific need in training. Units above could be swapped with additional units below or other units on scope to suit the client. (Not more than 7 electives are allowed for the full qualification)

Other units	Please contact us to discuss other units.
<b>Other units for this qualifications can be negotiated to suit employer/client specific needs</b>	

## Outcomes

On successful completion of this course, participants will be issued a 'Certificate II in Horticulture AHC20422' certifying competence of the 15 units completed.

## Course delivery

The course is developed to be delivered online e-learning. Some units will have to be face to face training.

School student and trainee Dylan "treating weeds" in a simulated environment.



Mabel Park State High School employs their own horticulture trainee. (Landscape unit)





## Equipment requirements

We bring all the equipment and resources needed for specific practical activities. We require a classroom with computers and internet access. If we do the course hard copy computers are not needed. We require access to the school gardens and Groundsman shed or other areas to conduct practical activities.

## Further information

You will need a computer device that meets the minimum requirements of LT Training's online system (we support and recommend a modern desktop or laptop computer running the Google Chrome web browser and original Adobe program) to run the online horticulture courses.

You must ensure a good stable internet connection and the ability of your device to play sound.



# Certificate II in Electrotechnology

VETiS funded  
COURSE CODE: UEE22020

## Core units - Early Childhood Education and Care

CPCCWHS1001	Prepare to work safely in the construction industry
UEECD0007	Apply work health and safety regulations, codes and practices in the workplace
UEECD0009	Carry out routine work activities in an energy sector environment
UEECD0046	Solve problems in single path circuits
UEERE0021	Provide basic sustainable energy solutions for energy reduction in residential premises
UEECD0038	Provide solutions and report on routine electrotechnology problems
UEECD0052	Use routine equipment/plant/technologies in an energy sector environment
UEECD0021	Identify and select components, accessories and materials for energy sector work activities

## Elective units

UEECD0035	Provide basic instruction in the use of electrotechnology apparatus
HLTAID009	Provide cardiopulmonary resuscitation
UEERE0001	Apply environmentally and sustainable procedures in the energy sector
UEECD0019	Fabricate, assemble and dismantle utilities industry components
UEECD0033	Produce products for carrying out energy sector work activities
UEECD0020	Fix and secure electrotechnology equipment

## Pathway options

## Career outcomes

UEE22020 Certificate II in Electrotechnology (Career Start) CPC30220	Electrical trade assistant/worker
Apprenticeships only	
Certificate III in Electrotechnology (Electrician) EE30820	General electrician, electronics and communications tradesperson, electrical instrumentation tradesperson, air-conditioning and refrigeration, electrical fitter tradesperson
Certificate III in Instrumentation and Control UEE31220	
Certificate III in Air-conditioning and Refrigeration UEE32220	
Certificate III in Appliance Service UEE32120	
Certificate IV in Electrotechnology – Systems Electrician UEE40620	Electrical fitter, electrician–special class, installation technician, industrial automation and control technician, electrical instrumentation tradesperson
Certificate IV in Hazardous Areas – Electrical UEE42622	
Certificate IV in Industrial Automation and Control UEE43220	
Diploma of Electronics and Communications Engineering UEE50520	Technical officer specialising in electrical, engineering, instrumentation and control, electronics and communications, or refrigeration and air-conditioning
Diploma of Instrumentation and Control Engineering UEE51020	
Diploma of Air-conditioning and Refrigeration Engineering UEE51220	
Advanced Diploma of Electrical – Engineering (UEE62220)	Electrical engineer, senior technical officer specialising in electrical technology or electronics engineering
Advanced Diploma of Electronics and Communications Engineering UEE60220	

## CAMPUS

Bundaberg, Gympie,  
Hervey Bay, Maryborough Trade  
Training Centre, Nambour

## DURATION

4 terms

## STUDY MODE

Face-to-face, online

## WORKLOAD

1 day per week

## YEAR LEVEL

10, 11 and 12

## QCE CREDITS

4 credits

Get your career in electrotechnology started with this entry-level course. Build the skills and confidence you need to seek an apprenticeship in a range of electrical trade areas.



Apply online at [tafeapply.com](https://www.tafeapply.com)  
using code **TQEC2501**



## Certificate II in Retail Cosmetics

VETiS funded  
COURSE CODE: SHB20121

### Core units

SHBXIND003	Comply with organisational requirements within a personal services environment
SHBXWHS003	Apply safe hygiene, health and work practices
SIRXIND003	Organise personal work requirements
SHBXIND005	Communicate as part of a salon team
SHBBMUP009	Design and apply make-up
SHBBCCS005	Advise on beauty products and services
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms
SHBXCCS007	Conduct salon financial transactions
SHBBCCS004	Demonstrate retail skin care products

### Elective units

SHBBRES003	Research and apply beauty industry information
SHBBMUP011	Design and apply remedial camouflage make-up
SHBBINF002	Maintain infection control standards
SIRRINV001	Receive and handle retail stock
SIRRMER001	Produce visual merchandise displays
SHBBMUP010	Design and apply make-up for photography

### Pathway options

Certificate II in Retail Cosmetics (Career Start) SHB20121	Make-up/skincare salesperson
Certificate III in Beauty Services SHB30121	Beauty salon assistant, beauty consultant, make-up consultant
Diploma of Beauty Therapy SHB50121	Salon worker, beauty technician, make-up artist

### Career outcomes



### CAMPUS

Bundaberg, Gympie,  
Hervey Bay, Mooloolaba, Sunshine  
Coast Technical Trade Training  
Centre (Caloundra)

### DURATION

4 terms

### STUDY MODE

Face-to-face

### WORKLOAD

1 day per week

### YEAR LEVEL

10, 11 and 12

### QCE CREDITS

4 credits

Embark upon a career in retail cosmetics with this entry-level qualification. Gain experience and skills that will help you forge a pathway as a retail sales consultant in the beauty industry.



Apply online at [tafeapply.com](https://www.tafeapply.com)  
using code **TQEC2501**



### CAMPUS

Bundaberg, Gympie,  
Hervey Bay, Mooloolaba,

### DURATION

4 terms

### STUDY MODE

Face-to-face

### WORKLOAD

1 day per week

### YEAR LEVEL

10, 11 and 12

### QCE CREDITS

4 credits

Kick-start your career in  
hairdressing with this pre-  
apprenticeship course.

You'll gain the basic skills needed  
to work as a  
salon assistant.



## Certificate II in Salon Assistant

VETIS funded  
COURSE CODE: SHB20216

### Core units

BSBWHS201	Contribute to health and safety of self and others
SHBHBAS001	Provide shampoo and basin services
SHBHDES001	Dry hair to shape
SHBHIND001	Maintain and organise tools, equipment and work areas
SHBXCCS001	Conduct salon financial transactions
SHBXCCS003	Greet and prepare clients for salon services
SHBXIND001	Comply with organisational requirements within a personal services environment
SHBXIND002	Communicate as part of a salon team

### Elective units

SHBHBAS002	Provide head, neck and shoulder massages for relaxation
SHBHDES002	Braid hair
SHBHIND002	Research and use hairdressing industry information
SHBXCCS004	Recommend products and services

### Pathway options

### Career outcomes

Certificate II in Salon Assistant (Career Start) SHB20216	Hair or barbering assistant, receptionist in salon
Certificate III in Hairdressing SHB30416	Hairdresser, hair assistant, hair stylist
Certificate III in Barbering SHB30516	
Certificate IV in Hairdressing SHB40216	Senior hairdresser, freelance session stylist or a technical advisor in a product company
Diploma of Salon Management SHB50216	Salon manager



Apply online at [tafeapply.com](https://tafeapply.com)  
using code **TQEC2501**

**CAMPUS**

Bundaberg, Gympie,  
Hervey Bay, Sunshine Coast  
Health Institute

**DURATION**

4 terms

**STUDY MODE**

Face-to-face

**WORKLOAD**

1 day per week plus 40 hours of  
vocational placement

**YEAR LEVEL**

10, 11 and 12

**QCE CREDITS**

4 credits†

Start your career in the health  
care sector with this entry-level  
course and develop the basic skills  
needed to work within a variety of  
health environments in  
support roles.



## Certificate II in Health Support Services

VETiS funded

COURSE CODE: HLT23221

**Core units**

CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTWHS001	Participate in workplace health and safety

**Elective units**

BSBPEF202	Plan and apply time management
BSBMED301	Interpret and apply medical terminology appropriately
CHCCCS010	Maintain a high standard of service
CHCCCS012	Prepare and maintain beds
CHCCCS020	Respond effectively to behaviours of concern
CHCCCS026	Transport individuals
HLTWHS005	Conduct manual tasks safely
HLTAID011	Provide First Aid

**Pathway options****Career outcomes**

Certificate II in Health Support Services HLT23215	Hospital laundry worker, food services assistant (hospital), ward assistant (hospital)
Certificate III in Health Services Assistance HLT33115	Ward support, assistant in nursing (AIN), patient service attendant, operating theatre technician, nursing support worker, nursing assistant, orderly, wardsperson, patient care assistant, patient support assistant
Diploma of Nursing HLT54121	Enrolled nurse



Apply online at [tafeapply.com](https://tafeapply.com)  
using code **TQEC2501**



## Certificate III in Health Services Assistance (upgrade)

COURSE CODE: HLT33115

### Core units

HLTINF006	Apply basic principles and practices of infection prevention and control
BSBMED301	Interpret and apply medical terminology
BSBWOR301	Organise personal work priorities and development

### Elective units

CHCCCS002	Assist with movement
CHCCCS038	Facilitate the empowerment of people receiving support

### Pathway options

Diploma of Nursing HLT54121

### Career outcomes

Enrolled nurse

**CAMPUS**  
Online

**DURATION**  
4 terms

**STUDY MODE**  
Online

**WORKLOAD**  
1 day per week online self directed study, plus 40 hours vocational placement

**YEAR LEVEL**  
11 and 12

**QCE CREDITS**  
2 credits

Get a head start in the health care sector. This course is perfect for people looking for the foundation skills needed to assist in a diverse range of health care settings.



‡ HLTAID011 Provide First Aid is completed as a face-to-face workshop.



Apply online at [tafeapply.com](https://tafeapply.com) using code **TQEC2501**



2024 EDITION

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

Binnacle Training (RTO Code 31319)

## HOW DOES IT WORK

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

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

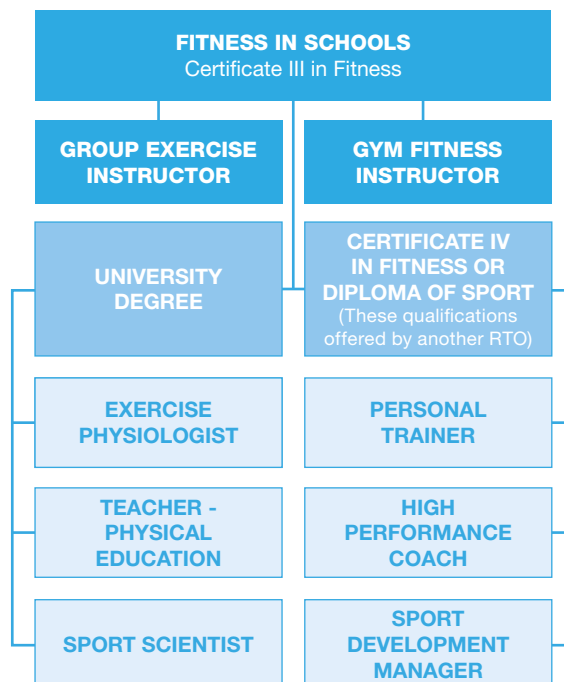
Students facilitate programs within their school community including:

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

## WHAT DO STUDENTS ACHIEVE?

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

## CAREER PATHWAYS



## SKILLS ACQUIRED

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

## FLEXIBLE PROGRAMS

## PRACTICAL-BASED LEARNING

## RESOURCES PROVIDED



**Binnacle**  
Training

RTO CODE 31319



1300 303 715  
[admin@binnacletraining.com.au](mailto:admin@binnacletraining.com.au)  
[binnacletraining.com.au](http://binnacletraining.com.au)



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

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

Registered Training Organisation:  
Binnacle Training (RTO 31319)

## Delivery Format:

2-Year Format

## Timetable Requirements:

1-Timetabled Line

## Units of Competency:

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

## Suitable Year Level(s):

Year 11 and 12

## Study Mode:

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

## Cost (Fee-For-Service):

**\$365.00** per person (Cert II entry qualification = \$265.00 + Cert III Gap Fee = \$100.00)  
(+ First Aid \$55.00)

## QCE Outcome:

Maximum 8 QCE Credits

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

TERM 1	TOPICS
	<ul style="list-style-type: none"> <li>› Introduction to the Sport, Fitness and Recreation Industry</li> <li>› Introduction to Coaching Programs</li> </ul>
	PROGRAMS
	<ul style="list-style-type: none"> <li>› Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions</li> <li>› SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions</li> </ul>

TERM 2	TOPICS
	<ul style="list-style-type: none"> <li>› Introduction to Community Programs</li> <li>› Introduction to Conditioning Programs</li> </ul>
	PROGRAMS
	<ul style="list-style-type: none"> <li>› Community SFR Program: Assist with Delivering Community SFR Sessions</li> <li>› Conditioning Program: Participate in Conditioning Sessions</li> </ul>

TERM 3	TOPICS
	<ul style="list-style-type: none"> <li>› Working in the SFR Industry</li> <li>› Providing Quality Service in the SFR Industry</li> </ul>
	PROGRAMS
	<ul style="list-style-type: none"> <li>› Group Conditioning Program: Plan and Deliver Group Conditioning Sessions</li> <li>› One-on-one Conditioning Program: Plan and Deliver a Cardio Program</li> </ul>

TERM 4	TOPICS
	<ul style="list-style-type: none"> <li>› Anatomy and Physiology - The Musculoskeletal System</li> <li>› First Aid Course: HLTAID011 Provide First Aid</li> </ul>
	PROGRAMS
	<ul style="list-style-type: none"> <li>› Recreational Group Exercise Program</li> </ul>

QUALIFICATION SCHEDULED FOR FINALISATION	
SIS20122 CERTIFICATE II IN SPORT AND RECREATION	

TERM 5	TOPICS
	<ul style="list-style-type: none"> <li>› Anatomy and Physiology</li> <li>› Health and Nutrition Consultations</li> </ul>
	PROGRAMS
	<ul style="list-style-type: none"> <li>› One-on-One Gym Program: Adolescent Client</li> <li>› Conduct Consultations with a Client (Peer)</li> <li>› Plan and Conduct Sessions (Scenario Clients)</li> </ul>

TERM 6	TOPICS
	<ul style="list-style-type: none"> <li>› Screening and Health Assessments</li> <li>› Specific Population Clients</li> <li>› Older Clients</li> </ul>
	PROGRAMS
	<ul style="list-style-type: none"> <li>› Fitness Orientation Program: Client Orientation</li> <li>› Gentle Exercise Program: Participate in Gentle Exercise Sessions</li> <li>› Mobility Program: Plan and Instruct Mobility Sessions</li> </ul>

TERM 7	TOPICS
	<ul style="list-style-type: none"> <li>› Older Clients</li> <li>› Specific Populations</li> </ul>
	PROGRAMS
	Group Exercise and Gym-based One-on-One Sessions: <ul style="list-style-type: none"> <li>› Female and Male Adults aged 18+; and</li> <li>› Older adults aged 55+</li> </ul>

UNITS OF COMPETENCY			
HLTWHS001	Participate in workplace health and safety	BSBPEF301	Organise personal work priorities
SISXIND011	Maintain sport, fitness and recreation industry knowledge	BSBOPS304	Deliver and monitor a service to customers
BSBSUS211	Participate in sustainable work practices	SISFFIT035	Plan group exercise sessions
BSBPEF202	Plan and apply time management*	SISFFIT036	Instruct group exercise sessions
SISSPAR009	Participate in conditioning for sport*	SISFFIT032	Complete pre-exercise screening and service orientation
SISXCCS004	Provide quality service	SISFFIT033	Complete client fitness assessments
SISXEMR001	Respond to emergency situations (SISXEMR003)	SISFFIT052	Provide healthy eating information
HLTAID011	Provide First Aid	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISOFLD001	Assist in conducting recreation sessions*	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISXFAC006	Maintain activity equipment*	* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)	