

JAMES NASH

State High School

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Subject Selection Handbook

Years 11 & 12



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.

Mathematics	Technologies	The Arts
<i>General</i> <ul style="list-style-type: none"> General Mathematics Mathematical Methods Specialist Mathematics <i>Applied</i> <ul style="list-style-type: none"> Essential Mathematics 	<i>General</i> <ul style="list-style-type: none"> Design Digital Solutions Food & Nutrition <i>Applied</i> <ul style="list-style-type: none"> Building & Construction Skills Year 11 Building & Construction Skills Year 12 Early Childhood Studies Engineering Skills Year 11 Engineering Skills Year 12 Fashion Design Industrial Graphics Skills Year 11 Industrial Graphics Skills Year 12 Furnishing Skills Year 11 Furnishing Skills Year 12 Information and Communication Technology Studies 	<i>General</i> <ul style="list-style-type: none"> Drama Music Visual Art <i>Applied</i> <ul style="list-style-type: none"> Dance in Practice Drama in Practice Music in Practice Visual Arts in Practice
English		Humanities
<i>General</i> <ul style="list-style-type: none"> English English & Literature Extension (Year 12) Cyber English <i>Applied</i> <ul style="list-style-type: none"> Essential English 		<i>General</i> <ul style="list-style-type: none"> Accounting Ancient History Business Economics Geography Legal Studies Modern History <i>Applied</i> <ul style="list-style-type: none"> Social & Community Studies
Science	Health & Physical Education	VET Certificates – Outside Providers
<i>General</i> <ul style="list-style-type: none"> Biology Chemistry Physics <i>Applied</i> <ul style="list-style-type: none"> Science in Practice 	<i>General</i> <ul style="list-style-type: none"> Physical Education <i>Applied</i> <ul style="list-style-type: none"> Sport & Recreation 	<ul style="list-style-type: none"> Certificate II & III Sport and Recreation Certificate III Aviation Certificate II in Horticulture Certificate II/III in Health Support Services Certificate II/III in Community Services Certificate II in Electrotechnology Certificate II in Retail Cosmetics Certificate II in Automotive Certificate II in Salon Assistant Certificate II in Outdoor Power Equipment
Uni Pathways	VET Certificates - Nash	
Semester 1 Year 11: Academic and Professional Skills – Planning for Success Semester 2 Year 11 & Semester 1 Year 12: study a course at one of the following universities: UniSC, UniSQ, QUT, CQU, Griffith University, UQ	<ul style="list-style-type: none"> Certificate III in Business Certificate I, II and III Hospitality Certificate III Information Digital Media Certificate II Tourism Certificate II Skills for Work and Vocational Pathways Certificate II Workplace Skills 	

SUBJECT SELECTION INFO SHEET

General Mathematics

Years 11 & 12 2024

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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

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

Unit 1	Unit 2	Unit 3	Unit 4
Topic 1: Consumer Arithmetic Topic 2: Shape and measurement Topic 3: Linear equations and their graphs	Topic 1: Applications of trigonometry Topic 2: Algebra and matrices Topic 3: Univariate data analysis	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 Topic 2: Graphs and networks Topic 3: Networks and decision mathematics
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Problem-Solving and Modelling Task Supervised Assessment - Examination	Supervised Assessment - Examination - Topic 1 only Supervised Assessment - Examination - Topic 2 and 3	IA1: Problem-Solving and Modelling Task IA2: Supervised Assessment - Examination	IA3: Supervised Assessment - Examination EA1: External Examination

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 2024

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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"

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

Unit 1	Unit 2	Unit 3	Unit 4
Topic 1: Arithmetic and geometric sequences and series 1 Topic 2: Functions and graphs Topic 3: Counting and probability Topic 4: Exponential functions 1 Topic 5: Arithmetic and geometric sequences and series 2	Topic 1: Exponential functions 2 Topic 2: The logarithmic function 1 Topic 3: Trigonometric functions 1 Topic 4: Introduction to differential calculus Topic 5: Further differentiation and applications 1 Topic 6: Discrete random variables 1	Topic 1: The logarithmic function 2 Topic 2: Further differentiation and applications 2 Topic 3: Integrals	Topic 1: Further differentiation and application 3 Topic 2: Trigonometric functions 2 Topic 3: Discrete random variables 2 Topic 4: Continuous random variables and normal distribution Topic 5: Interval estimates for proportions
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Problem-Solving and Modelling Task Supervised Assessment - Examination	Supervised Assessment - Examination - Topic 1, 2 and 3 Supervised Assessment - Examination - Topic 4, 5 and 6	IA1: Problem-Solving and Modelling Task IA2: Supervised Assessment - Examination	IA3: Supervised Assessment - Examination EA1: External Assessment - Examination

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 2024

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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".

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

Unit 1	Unit 2	Unit 3	Unit 4
Topic 1: Combinatorics Topic 2: Vectors in the plane Topic 3: Introduction to proof	Topic 1: Complex Numbers 1 Topic 2: Trigonometry and functions Topic 3: Matrices	Topic 1: Proof by mathematical induction Topic 2: Vectors and matrices Topic 3: Complex numbers 2	Topic 1: Integration and applications of integration Topic 2: Rates of changes and differential equations Topic 3: Statistical inference
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Problem-Solving and Modelling Task Supervised Assessment - Examination	Supervised Assessment - Examination - Topic 1 Supervised Assessment - Examination - Topic 2 and 3	IA1: Problem-Solving and Modelling Task IA2: Supervised Assessment - Examination	IA3: Supervised Assessment - Examination EA1: External Assessment - Examination

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 2024

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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".

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

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

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 2024

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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

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

Unit 1	Unit 2	Unit 3	Unit 4
Theoretical Worlds Students begin the course by examining perspectives and representations of the world through the analysis of speculative films. 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 filmic worlds and the implications for our own reality.	Texts and Culture 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.	Textual connections 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.	Close Study of Literary Texts 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 and a Shakespearean play 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 Shakespeare's 'Macbeth'.
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Feature article under exam conditions Persuasive speech	Narrative intervention Analytical essay under exam conditions	Persuasive speech (IA2) Feature article (IA1)	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.

FIND OUT MORE →

SUBJECT SELECTION INFO SHEET

English (English & Literature Extension)

Years 11 & 12 2024

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

"It helps me expand my ways of thinking about texts and the world."

"I loved that there was never one meaning to anything, ever!"

PLAY

INCOMPATIBLE SUBJECTS	Essential English	DEPENDENT SUBJECTS	English (General) - must be studied in conjunction with English (General)
PRE-REQUISITE SUBJECTS	English (General) units 1 and 2	POTENTIAL QCE POINTS	4
COURSE DELIVERY	Face to face	CONTRIBUTES TO ATAR	Yes

Unit 1	Unit 2	Unit 3	Unit 4
N/A (English and Literature Extension is an Extension subject and only consists of Units 3 and 4).	N/A (English and Literature Extension is an Extension subject and only consists of Units 3 and 4).	Ways of reading In the first unit of English and Literature Extension, students are introduced to theoretical approaches to interpreting texts. They begin exploring different ways of reading, and become familiar with various philosophical and literary schools of thought. Students explore different approaches to making meaning in texts and examine their own assumptions about texts and reading. Students begin the unit by producing a theoretical reading and defence and then move on to creating a complex transformation and defence.	Exploration and evaluation In their final unit, students are provided with opportunities to independently demonstrate and apply their understanding of a range of theoretical approaches. Students bring together their knowledge, understanding and experiences with literary texts and theoretical approaches to explore a variety of texts and ideas in theoretically defensible ways. This unit is the culmination of students' learning and includes an extended academic research paper and an external examination.
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
N/A	N/A	Reading and defence Complex transformation and defence	Academic research paper Examination - theorised exploration of unseen text

CAREER PATHWAYS →

English and Literature Extension prepares students for courses of university study relating to philosophy, cultural, literary, ethical or political studies. The reading, writing and analytical skills taught in English and Literature Extension also serve to prepare students for the critical thinking necessary to thrive in a 21st Century world.

SUBJECT SELECTION INFO SHEET

English (General, Cyber English mode of delivery)
Years 11 & 12 2024

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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

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

Unit 1	Unit 2	Unit 3	Unit 4
Theoretical Worlds Students begin the course by examining perspectives and representations of the world through the analysis of speculative films. 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 filmic worlds and the implications for our own reality.	Texts and Culture 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.	Textual connections 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.	Close Study of Literary Texts 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 and a Shakespearean play 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 Shakespeare's 'Macbeth'.
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Feature article under exam conditions Persuasive speech	Narrative intervention Analytical essay under exam conditions	Persuasive speech (IA2) Feature article (IA1)	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.

FIND OUT MORE

SUBJECT SELECTION INFO SHEET

English (Essential)
Years 11 & 12 2024

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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

INCOMPATIBLE SUBJECTS	General English	DEPENDENT SUBJECTS	N/A
PRE-REQUISITE SUBJECTS	Year 10 Essential English or Year 10 English (General)	POTENTIAL QCE POINTS	4
COURSE DELIVERY	Face to face	CONTRIBUTES TO ATAR	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.

Unit 1	Unit 2	Unit 3	Unit 4
Language that works In the first unit of study in Essential English, students explore how meaning is communicated in texts from 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.	Texts and human experiences 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 a biopic film and then use a key human experience to create an imaginative text of their own.	Language that influences 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.	Representations and popular culture texts 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 vlog and finish the unit by constructing an imaginative text.
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Multimodal speech Short response exam	Persuasive speech Imaginative text	Persuasive speech (IA1) Short response exam (Common Internal Assessment)	Multimodal vlog (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.

FIND OUT MORE

SUBJECT SELECTION INFO SHEET

Biology Years 11 & 12

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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".

PLAY

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

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Multicellular organisms	Maintaining the internal environment • Homeostasis • Infectious diseases	Biodiversity and the inter-connectedness of life • Describing biodiversity • Ecosystem dynamics	Heredity and continuity of life • DNA, genes and the continuity of life • Continuity of life on Earth
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Formative internal assessment 1 (FIA1): Research investigation 50% Formative internal assessment 2 (FIA2): Examination 50%	Formative internal assessment 3 (FIA3): • Student experiment 50% Formative internal assessment 4 (FIA3): • Examination 50%	Summative internal assessment 1 (IA1): • Data test 10% Summative internal assessment 2 (IA2): • Student experiment 20%	Summative internal assessment 3 (IA3): • Research investigation 20% Summative external assessment (EA): • Examination 50%

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

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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

INCOMPATIBLE SUBJECTS	<i>Nil</i>	DEPENDENT SUBJECTS	<i>General English, General Mathematics</i>
PRE-REQUISITE SUBJECTS	<i>A minimum of a C standard in 10 Science, 10 Maths, 10 English</i>	POTENTIAL QCE POINTS	<i>4</i>
COURSE DELIVERY	<i>Face to face</i>	CONTRIBUTES TO ATAR	<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"> • Properties and structure of atoms • Properties and structure of materials • Chemical reactions, reactants, products and energy change 	Molecular interactions and reactions <ul style="list-style-type: none"> • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions 	Equilibrium, acids and redox reactions <ul style="list-style-type: none"> • Chemical equilibrium systems • Oxidation and reduction 	Structure and synthesis and design <ul style="list-style-type: none"> • Properties and structure of organic materials • Chemical synthesis and design
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Formative internal assessment 1 (FIA1): Examination 50% Formative internal assessment 2 (FIA2): Research investigation 50%	Formative internal assessment 3 (FIA3): Student experiment 50% Formative internal assessment 4 (FIA3): Examination 50%	Summative internal assessment 1 (IA1): Data test 10% Summative internal assessment 2 (IA2): Student experiment 20%	Summative internal assessment 3 (IA3): Research investigation 20% Summative external assessment (EA): 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

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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."

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

Unit 1	Unit 2	Unit 3	Unit 4
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
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Formative internal assessment 1 (FIA1): Research investigation 50% Formative internal assessment 2 (FIA2): Examination 50%	Formative internal assessment 3 (FIA3): Student experiment 50% Formative internal assessment 4 (FIA3): Examination 50%	Summative internal assessment 1 (IA1): Data test 10% Summative internal assessment 2 (IA2): Student experiment 20%	Summative internal assessment 3 (IA3): Research investigation 20% Summative external assessment (EA): 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

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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

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

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

CAREER PATHWAYS

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health, recreation and tourism, research, and the resources

SUBJECT SELECTION INFO SHEET

Design

Years 11 & 12 2024

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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".

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

Unit 1	Unit 2	Unit 3	Unit 4
Design in Practice Topic 1: Experiencing Design Topic 2: Design Process Topic 2: Design Styles	Commercial Design Topic 1: Explore - client needs and wants Topic 2: Develop - collaborative design	Human Centred Design Topic 1: Designing with Empathy	Sustainable Design Topic 1: Explore - sustainable design opportunities Topic 2: Develop - redesign
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Design Challenge (exam) Design Folio (project)	Design Folio (project) Design Challenge (exam)	Design Challenge (exam) Design Folio (project)	Design Folio (project) Design Challenge (external exam)

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 2024

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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".

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

Unit 1	Unit 2	Unit 3	Unit 4
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
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
• Investigation • Project	• Examination • Project — folio	Summative internal assessment 1 (IA1): • Investigation — technical proposal Summative internal assessment 2 (IA2): • Project — digital solution	Summative internal assessment 3 (IA3): • Project — folio Summative external assessment (EA): • 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

Food and Nutrition Years 11 & 12

JAMES NASH
State High School
Engage • Empower • Excel



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

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

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

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

JAMES NASH
State High School
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PLAY

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

"There is hardly any theory -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."

INCOMPATIBLE SUBJECTS	<i>Nil</i>	DEPENDENT SUBJECTS	<i>Nil</i>
PRE-REQUISITE SUBJECTS	Minimum C achievement in Year 10 Production Wood and/or Production Metal or a Cert I in Construction preferred	POTENTIAL QCE POINTS	4
COURSE DELIVERY	<i>Face to face</i>	CONTRIBUTES TO ATAR	Yes

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

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

Building and Construction Skills

Year 12

JAMES NASH
State High School
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PLAY

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

"There is hardly any theory -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."

INCOMPATIBLE SUBJECTS	<i>Nil</i>	DEPENDENT SUBJECTS	<i>Nil</i>
PRE-REQUISITE SUBJECTS	Minimum C achievement in Year 10 Production Wood and/or Production Metal or a Cert I in Construction preferred	POTENTIAL QCE POINTS	4
COURSE DELIVERY	Face to face	CONTRIBUTES TO ATAR	Yes

Unit 1	Unit 2	Unit 3	Unit 4
Building and Construction industry production processes and structure quality - carpentry, concreting, landscaping.	Building and Construction industry production processes and structure quality - carpentry, plastering and painting, tiling.	Communication and teamwork on building construction sites - carpentry, concreting, landscaping, plastering and painting.	Simulated residential building and construction site experience - carpentry, concreting, landscaping, plastering and painting.
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Project and Practical Demonstration.	Practical Demonstration and Exam.	Practical demonstration and project.	Project and exam.

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

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

Unit 1	Unit 2	Unit 3	Unit 4
Play and Creativity In this unit, students explore the value of play-based learning in early childhood.	Literacy and Numeracy In this unit, students explore the value of children learning valuable literacy and numeracy skills through the use of play-based activities.	Children's Wellbeing In this unit, students explore growth development, connectedness to the world, relationships, wellbeing, policies, frameworks and guidelines of early childhood education.	The Childcare Industry 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.
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Investigation: Investigate play and creativity, plan a play-based activity and evaluate the effectiveness of the play-based learning activity. Project: Investigate and plan a play-based activity focusing on creativity, implement the play-based activity, and evaluate the effectiveness of the play-based activity.	Investigation: 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. Project: 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.	Investigation: 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. Project: 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.	Investigation: 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. Project: 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

JAMES NASH
State High School
Engage • Empower • Excel



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."

PLAY

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

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

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

Engineering Skills

Year 12

JAMES NASH
State High School
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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."

PLAY

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

Unit 1	Unit 2	Unit 3	Unit 4
The engineering industry introduction and safety - sheet metal working, welding and fabrication.	Engineering industry production and processes and product quality - fitting and machining.	Working cooperatively in engineering workplaces - fitting and machining, sheet metal working.	Engineering industry production processes and product quality-fitting and machining, welding and fabrication.
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Practical demonstration and project.	Project and exam.	Project and practical demonstration.	Project and exam.

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
Engage • Empower • Excel



PLAY

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."

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

Unit 1	Unit 2	Unit 3	Unit 4
Fashion Designers 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.	Slow Fashion 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.	Collections 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.	Adornment 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.
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Project – Fashion Garment Students will design and produce a fashion garment inspired by a selected designer.	Project – Fashion Garment Students design and produce fashion garments that have been upcycled from preloved garments.	Project – Fashion Collection Students design and present a fashion collection for a specific brand, fashion category or other focus.	Project – Adornment Item Students design and produce adornment item/s for a specific client.
Project – Outfit Design Students design an outfit inspired by the environment.	Project – Awareness Campaign Students create an awareness campaign for the local community promoting sustainable fashion practices.	Project – Fashion Garment Students design and produce fashion garment/s that are part of a fashion collection.	Project – Adornment Extension Line Students create a series of drawings for an adornment extension line of items to complement the collection of an existing designer.

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

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.

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

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

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

Industrial Graphics Skills

Year 12

JAMES NASH
State High School
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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.

PLAY

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

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to drafting - building and construction drafting, engineering drafting, furnishing drafting	Engineering Drafting 1.	Building and construction drafting.	Engineering Drafting 2.
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Practical demonstration and project.	Project and practical demonstration.	Project and practical demonstration.	Project and exam.

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

Furnishing Skills

Year 11

JAMES NASH
State High School
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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."

PLAY

INCOMPATIBLE SUBJECTS	<i>Nil</i>	DEPENDENT SUBJECTS	<i>Nil</i>
PRE-REQUISITE SUBJECTS	Minimum C achievement in Year 10 Production Wood and/or Production Metal or a Cert I in Construction preferred	POTENTIAL QCE POINTS	4
COURSE DELIVERY	Face to face	CONTRIBUTES TO ATAR	Yes

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

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

Furnishing Skills

Year 12

JAMES NASH
State High School
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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."

PLAY

INCOMPATIBLE SUBJECTS	<i>Nil</i>	DEPENDENT SUBJECTS	<i>Nil</i>
PRE-REQUISITE SUBJECTS	Minimum C achievement in Year 10 Production Wood and/or Production Metal or a Cert I in Construction preferred	POTENTIAL QCE POINTS	4
COURSE DELIVERY	Face to face	CONTRIBUTES TO ATAR	Yes

Unit 1	Unit 2	Unit 3	Unit 4
FRP industry introduction and safety - thermoplastics fabrication, thermosetting fabrication.	Furnishing industry introduction and safety - furniture finishing, furniture making.	Industry skills and quality products - furniture finishing, furniture making, thermosetting fabrication.	Manufacturing industry production of quality products - furniture finishing, furniture making, thermosetting fabrication.
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Practical demonstration and project.	Project and exam.	Project and practical demonstration.	Exam and project.

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 2024

JAMES NASH
State High School
Engage • Empower • Excel



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."

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

Unit 1	Unit 2	Unit 3	Unit 4
<p>Module 1: Graphic design Students will use basic image manipulation techniques to produce digital images using appropriate hardware and software for a particular context.</p> <p>Module 2: Multimedia Website 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>Module 3: Mobile application 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>Module 4: Game Development (Part1) Students will plan and produce a digital game using object-oriented programming.</p>	<p>Module 5: Game development (Part 2) 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>Module 6: Presenting me 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>
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<p>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.</p> <p>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.</p>	<p>Extended response: Analyse and evaluate the navigation interfaces of Android and Apple operating systems in terms of online data management and communication. Spoken response.</p> <p>Project: Plan and produce a game using object-oriented programming that solves a creative problem. Product component + Multimodal component.</p>	<p>Extended response: Analyse the MMORPG stimulus to identify common online communication methods.</p> <p>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</p>	<p>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</p> <p>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.</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

Physical Education Years 11 & 12

JAMES NASH
State High School
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PLAY

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."

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

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity <ul style="list-style-type: none"> • Motor learning integrated with a selected physical activity Functional anatomy and biomechanics integrated with a selected physical activity	Sport psychology, equity and physical activity <ul style="list-style-type: none"> • Sport psychology integrated with a selected physical activity Equity — barriers and enablers	Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none"> • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity Ethics and integrity	Energy, fitness and training and physical activity <ul style="list-style-type: none"> • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Formative internal assessment 1 (IA1): Project - folio	Formative internal assessment 3 (IA3): Project - folio	Summative internal assessment 2 (IA2): Investigation — report 20%	Summative internal assessment 3 (IA3): Project — folio 30%
Formative internal assessment 2 (IA2): Exam	Formative internal assessment 4 (IA4): Project - folio	Summative internal assessment 1 (IA1): Project — folio 25%	Summative external assessment (EA): 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 (and Sport & Recreation Outdoor)
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 we always have a focus on sports and physical activities."

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

PLAY

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

Unit 1	Unit 2	Unit 3	Unit 4
Challenge in the outdoors	Outdoor leadership	Event management	Community recreation
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Term 1 - Performance Term 2 - Project	Term 3 - Project Term 4 - Performance	Term 1 - Performance Term 2 - Project	Term 3 - Project Term 4 - Performance

SPORT & RECREATION - OUTDOOR

This strand at James Nash will have an outdoor education-based focus with elective topics chosen where possible from the Challenge and adventure activities elective. I.e.; Canoeing, Camping, Bushwalking, Orienteering, Abseiling, Rock climbing. Assessment for this may include excursions and/or camps to access suitable learning environments and experiences. Students not interested in these topics and experiences should not apply for this option. 'Good Standing', performance and behaviour in Year 10 Recreation and/or Physical Education will be used as criteria to select candidates who apply

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

General Drama

Years 11 & 12

JAMES NASH
State High School
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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

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

Unit 1	Unit 2	Unit 3	Unit 4
Reflect How is drama shaped to reflect lived experience? Students explore the power of drama to investigate and represent human experience. Students manipulate the elements of drama as an actor in the foundational style of Realism. Students build their critical and visual literacy and advanced communication and collaboration skills through script interpretation and detailed scene study. Students study Australian plays and then develop a directorial vision learning about stage design and the conventions of different dramatic styles.	Share How does drama promote shared understandings of the human experience? Students explore styles of storytelling to understand human experience in a range of cultures and contexts. They apply their knowledge of the dramatic languages and skills in devising to build an original performance. They engage with devising and deconstructing drama from the perspective of the director, playwright and performance maker.	Challenge How can we use drama to challenge our understanding of humanity? Classic dramatic works are explored through performance in the styles of Epic and Absurd Theatre. Students study how drama can be used to make social comment, and how they can shape their world to advocate for political, social, philosophical or economic change. Student devise new works exploring social issues and through the manipulation of the elements of drama, skills of directing and devising.	Transform How can you transform dramatic practice? Students extend and demonstrate their skills in directing, devising and acting in this final culminating unit. Students explore traditional theatrical drama works, and reframe and transform the context and meaning of these into contemporary performance for a 21st Century audience.
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Performance: 25% Scene study in a group Assignment: 25% Directorial Vision	Dramatic Concept: 50% -Concept Performance -Evaluation	Dramatic Concept: 50% -Concept Performance -Evaluation	Practice-Led Project 35% - Directorial Vision - Performance Extended Written Response Exam 25%

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 2024

JAMES NASH
State High School
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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

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

Unit 1	Unit 2	Unit 3	Unit 4
Designs You will learn about how music elements and concepts communicate meaning when you plan and create your own performances and compositions.	Identities 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.	Innovations You will learn about innovative practices and unpack how culture, society, and technology has shaped music throughout the years.	Narratives You will explore how music from film, TV, video games, musical theatre, and opera communicate narrative to an audience.
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
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
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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.."

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

<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
Art as Lens 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.	Art as Code 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.	Art as Knowledge 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.	Art as Alternate 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.
<i>ASSESSMENT</i>	<i>ASSESSMENT</i>	<i>SUMMATIVE ASSESSMENT</i>	<i>SUMMATIVE ASSESSMENT</i>
Responding: investigation — written report or multimodal presentation Making: project — inquiry-based folio	Making: project — inquiry-based folio Examination — extended response.	Summative internal assessment 1 (IA1): Investigation — inquiry phase 1 15% Summative internal assessment 2 (IA2): Project — inquiry phase 2 25%	Summative internal assessment 3 (IA3): Project — inquiry phase 3 35% Summative external assessment (EA): 25% 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 2024

JAMES NASH
State High School
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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

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

Unit 1	Unit 2	Unit 3	Unit 4
Unit A: Celebration 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.	Unit B: Industry 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.	Unit C: Health 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.	Unit D: Technology 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.
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
A1: Choreographic Project A2: Performance	B1: Choreographic Project B2: Performance	C1: Performance Project C2: Choreography	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 2024

JAMES NASH
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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

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

Unit 1	Unit 2	Unit 3	Unit 4
Unit A: Collaboration 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.	Unit B: Community 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.	Unit C: Contemporary In this unit, students explore innovations in contemporary performance-making 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.	Unit D: Commentary 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.
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
A1: Directorial Project A2: Performance	B1: Devising Project B2: Performance	C1: Directorial Project C2: Choreography	D1: Devising Project D2: Performance

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 2024

JAMES NASH
State High School
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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

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

Unit 1	Unit 2	Unit 3	Unit 4
Unit A: Music of Today 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.	Unit B: The Cutting Edge 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.	Unit C: Building your Brand 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.	Unit D: 'Live' on Stage! 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.
ASSESSMENT →	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
A1: Composition Project A2: Performance	B1: Performance Project B2: Composition	C1: Performance Project C2: Composition	D1: Composition Project D2: Performance

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
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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

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

Unit 1	Unit 2	Unit 3	Unit 4
Unit A: Looking inwards (self) In Unit A, 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.	Unit B: Looking outwards (others) In Unit B, 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.	Unit C: Clients In Unit C, 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.	Unit D: Transform & Extend In Unit D, 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.
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
A1: Project Make an experimental folio that explores representation of self. A2: Product – resolved artwork. Make resolved artwork/s that communicate representation of self.	B1: Project – artist as observer. Make a prototype artwork that explores a social or personal issue. B2: Product – resolved artwork. Make resolved artwork/s that communicates a social or personal issue.	C1: Project – commissioned artwork Make a design proposal for a commissioned artwork in response to a client brief. C2: Product – resolved artwork. Make resolved artwork/s that address client needs.	D1: Project – transforming Make a folio of stylistic experiments inspired by the art practice of an artist or artisan. D2: Product – resolved artwork Make a resolved artwork/s that communicates a developed style/practice and pays homage to or takes inspiration from an artist or artisan.

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 2024

JAMES NASH
State High School
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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

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

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

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 2024

JAMES NASH
State High School
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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

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

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

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 2024

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

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

Unit 1	Unit 2	Unit 3	Unit 4
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.
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
Examination about business fundamentals. Feasibility report about creating a business.	Extended response about business growth. Examination about businesses entering new markets.	Examination about business operation in competitive markets. Investigation about strategic development processes used in businesses.	Extended response about repositioning a business in the market. Examination about business transformation.

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 2024

JAMES NASH
State High School
Engage • Empower • Excel



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."

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

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

CAREER PATHWAYS

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, 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 2024

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

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

Unit 1	Unit 2	Unit 3	Unit 4
Unit 1 - Responding to risk and vulnerability 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.	Unit 2 - Planning sustainable places 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.	Unit 3 - Responding to land cover transformations 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.	Unit 4 - Managing population change 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.
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Topic 1 - Exam - Combination Response Topic 2 - Investigation - Data Report	Topic 1 - Investigation - Field Report Topic 2 - Examination - Combination Response	Topic 1 - Examination — combination response Topic 2 - Investigation — field report	Topic 1 - Investigation — data report Topic 2 - External Examination — combination response

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

Legal Studies

Years 11 & 12 2024

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

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

PLAY

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

Unit 1	Unit 2	Unit 3	Unit 4
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.
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
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.	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.	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.	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.

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 2024

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

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

Unit 1	Unit 2	Unit 3	Unit 4
Unit 1 – Ideas in the Modern World Topic 1 - Imperialism <p>Topic 1 explores the era of modern imperialism and seeks to answer how some countries were able to control so much of the world.</p> Topic 2 – Australian Frontier Conflicts <p>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.</p>	Unit 2 Topic 1 – African-American Civil Rights Movement <p>This unit follows the journey of US civil rights campaigners and the struggle for the rights of people within a nation.</p> Topic 2 – Independence Movement of Timor-Leste. <p>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.</p>	Unit 3 – National Experiences Topic 1 – Communist China <p>This unit focuses on the Communist Revolution in China and Chairman Mao's governance over Communist China until his death.</p> Topic 2 – Israel <p>The establishment of the modern nation of Israel has resulted in many issues which are still to be rectified today. The holy sites of three of the world's major religions are all within the city of Jerusalem which makes Israel significant for millions of people worldwide and has led to ongoing conflicts.</p>	Unit 4 - International Experiences Topic 1 – The Cold War <p>The Cold War was a standoff 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.</p> Topic 2 – Australian Involvement in Asia: The Vietnam War (external examination topic) <p>The final topic explores Australia's place in the Asian region through a case study of the Cold War conflict, the Vietnam War.</p>
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Topic 1: Examination: Short Response to Stimulus Topic 2 Independent Source Investigation	Topic 1 – Essay in response to research. Topic 2 – Essay Examination in response to stimulus.	Internal Assessment 1 – Essay Examination in response to stimulus (25%). Internal Assessment 2 - Independent Source Investigation (25%).	Internal Assessment 3 - Essay in response to research (25%) External Examination – Short Responses to Stimulus (25%).

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 2024

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

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

Unit 1	Unit 2	Unit 3	Unit 4
<p>Topic 1 - Money Management- In this unit students find out how to manage their expenses after they leave home by planning a budget based on real data and information. Students look at how income is earned, spending decisions are made and how to be responsible consumers.</p> <p>Topic 2 - Legally It Could Be Me- In this unit students are shown how integral the law is to their daily lives. They also investigate their rights and responsibilities and how laws and processes unify and protect society.</p>	<p>Topic 1 – Beauty is Only Skin Deep – This unit focusses on concepts of beauty and body modification (tattooing, cosmetic surgery etc). Students will evaluate the values and attitudes of society regarding body image as well as the consequences of body modification, both positive and negative.</p> <p>Topic 2 – Online Actions – This unit is an investigation into the impact of digital communication technologies on people's personal relationships and health.</p>	<p>Topic 1 - Gender and Identity - This unit will explore the construction of gender stereotyping in various forms of media including film, television programs, advertisements and video games. The impact of these stereotypes on youth identity and culture will be evaluated, along with an evaluation of contemporary debate about gender fluidity and identity.</p> <p>Topic 2 – Recreation and Leisure - This unit is designed for students to explore the recreation and leisure opportunities in their local community.</p>	<p>Road Safety</p> <ul style="list-style-type: none"> • The forces behind a car crash • Police School Visit <p>The World Around Us</p> <ul style="list-style-type: none"> • Sustainable energy • House Building Project
ASSESSMENT	ASSESSMENT	SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<p>Topic 1 – Project</p> <p>Topic 2 – Examination, Short Response</p>	<p>Topic 1 – Extended response to stimulus assignment.</p> <p>Topic 2 – Research investigation, multimodal response.</p>	<p>Topic 1 – Examination, Short response to stimulus.</p> <p>Topic 2 – Project.</p>	<p>Topic 1 Research Investigation.</p> <p>Topic 2 – Extended Response to Stimulus Assignment.</p>

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.

RTO No. 30314

Certificate I in Hospitality SIT1022

Prerequisites: Nil

What students say: “It gave me hands on experience cooking foods and serving customers”

Watch our Cert I Hospitality information video here to hear about what students say about this subject!

Units and Assessment

National Code	Title	Assessment
SITXFSA005	Use hygienic practices for food safety	Questioning Observation
SITXWHS005	Participate in safe work practices	
BSBTWK201	Work effectively with others	
SITXCCS009	Provide customer information and assistance	
TLIE10009	Carry out basic workplace calculations	
BSBPEF202	Plan and apply time management	

Students will be issued with Certificate I in Hospitality SIT10222 if they are competent in all 6 units of competency, or a Statement of Attainment if competent in some but not all.

Career Pathways:

Hospitality provides students with the opportunity to experience some of the many faculties of the Hospitality industry while at school.

Students have often chosen Hospitality to help them in: Chef, Cook, Waiters, Bar Attendant, Food and Service Manager, Hotel Manager, Catering, Banquet Staff, Banquet Manger.

Possible Qualification Progression:

Cert II in Hospitality
Cert III in Hospitality
Cert IV in Hospitality
Diploma of Hospitality Management

Prerequisites: Students need to have completed Certificate I in Hospitality SIT10222 to apply for this certificate qualification.

What students 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”

Units and 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	

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 options:

Hospitality provides students with the opportunity to experience some of the many faculties of the Hospitality industry while at school.

Students have often chosen Hospitality to help them in: Chef, Cook, Waiters, Bar Attendant, Food and Service Manager, Hotel Manager, Catering, Banquet Staff, Banquet Manger.

Possible Qualification Progression:

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

RTO No. 30314

Certificate III in Hospitality SIT30622

Prerequisites: Students need to have completed Certificate II in Hospitality SIT20322 to apply for this certificate qualification.

What students say: "Being able to be job ready for the hospitality industry is great!"

Units and Assessment

National Code	Title	Assessment
SITHIND006	Source and use information on the hospitality industry	Questioning
SITHIND008	Work effectively in hospitality service	Observation
SITXCCS014	Provide service to customers	Product
SITXCOM007	Show social and cultural sensitivity	36 shifts of work placement in industry compulsory
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	

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 options:

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 Manger.

Possible Qualification Progression:

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

RTO No. 30314

Certificate II in Tourism SIT20122

Prerequisites: Nil

Why study Certificate II in Tourism: "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.

Units and 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	

Career options:

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

RTO No. 30314

Certificate II in Skills for Work And Vocational Pathways FSK20119

Prerequisites: Nil

What students say: This qualification showed me what is expected in a workplace. I feel more confident about what to expect when I start applying for jobs.

Units and Assessment

Unit Code and Name	Training and Assessment
FSKLRG011 Use routine strategies for work-related learning FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work FSKNUM015 Estimate, measure and calculate routine metric measurements for work 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 * SITHFAB021 Provide responsible service of alcohol	Delivery : online and face-to-face; practical tasks and classwork Assessment via: Observation Questioning Product

* Students can choose to use SITHFAB021 as one of their electives, as some students have already obtained their RSA.

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 options:

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

Certificate II in Workplace Skills BSB20120

RTO No. 30314

Prerequisites: Nil

There are no prerequisites for this subject.

What students say: "Great way to learn industry skills around software packages"

Course overview: What do students study?

Unit Code	Unit Name	Training and Assessment
BSBCMM211	Apply communication skills	Observations Folio
BSBOPS201	Work effectively in business environments	
BSBPEF202	Plan and apply time management	
BSBSUS211	Participate in sustainable work practices	
BSBWHS211	Contribute to the health and safety of self and others	
BSBCRT201	Develop and apply thinking and problem solving skills	
BSBTEC201	Use business software applications	
BSBTWK201	Work effectively with others	
BSBTEC303	Create electronic presentations	
BSBTEC202	Use digital technologies to communicate in a work environment	

Students will be issued with Certificate II in Workplace Skills BSB20120 if they are competent in all 10 units of competency, or a Statement of Attainment if competent in some but not all.

Workplace Requirements:

Students will complete tasks within the simulated office environment of JNBusiness (located in CO Block). Students are encouraged to undertake work experience or work placement within the business industry.

Career options:

This qualification reflects the role of individuals in a variety of entry-level Business Services job roles. Students carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. Types of jobs could include, receptionist, small business, administration assistant.

Possible Qualification Progression:

Cert III in Business → Diploma of Hospitality Business → Bachelor of Business

Certificate III in Business BSB30120

RTO No. 30314

Prerequisites: Nil

There are no prerequisites for this subject.

What students say: "I used the Cert III to be ATAR eligible."

Course overview: What do students study?

Unit Code	Unit Name	Training and Assessment
BSBCRT311	Apply critical thinking skills in a team environment	Questioning Observations 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	

Career options:

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

MEM20413 Certificate II in Engineering Pathways

RTO No. 30314

Prerequisites: Nil

There are no Prerequisites to study Certificate II in Engineering Pathways, however it is recommended students study Production Metal in year 10.

What students say: The I have really enjoyed learning to work with metal and have made some great projects including a BBQ.

Course overview:

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

Career options:

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.

MSF20516 Certificate II in Furniture Making Pathways

RTO No. 30314

Prerequisites: Nil

There are no Prerequisites to study Certificate II in Furniture Making Pathways, however it is recommended students study Production Wood in year 10.

What students 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”.

Units and Assessment

Unit Code	Unit Title	Core/ Elective
MSMENV272	Participate in environmentally sustainable work practices	Core
MSMPCI103	Demonstrate care and apply safe practices at work	Core
MSFGN2001	Make measurements and calculations	Core
MSFFP2001	Undertake a basic furniture making project	Core
MSFFP2002	Develop a career plan for the furnishing industry	Core
MSFFM2001	Use furniture making sector hand and power tools	Elective
MSFFM2002	Assemble furnishing components	Elective
MSFFP2003	Prepare surfaces	Elective
MSFFP2004	Apply domestic surface coatings	Elective
MSFFP2005	Join furnishing materials	Elective
MSFFP2006	Make simple timber joints	Elective
MSFFP2007	Identify materials used in furnishing production	Elective

Career options:

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.