VARSITY College

Senior School Pathways and Curriculum Handbook

Year 10 (2027), Year 11 (2028) and Year 12 (2029)

***Subject information, Certificate courses and fees are subject to change.**

Contents

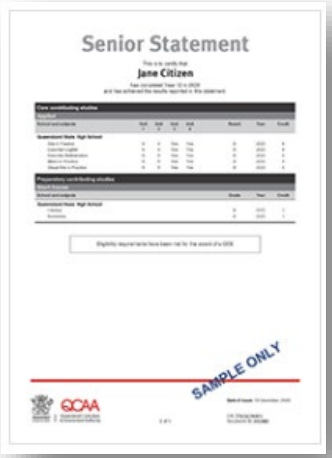
Introduction

Welcome to the Senior School Pathways and Curriculum Handbook for Varsity College. This guide serves as a comprehensive resource, designed to support students and parents/carers in making informed decisions regarding subject selection. At Varsity College, we understand the significance of tailoring education to individual needs, aspirations, and pathways. Our curriculum offerings accommodate diverse student interests, strengths, and future aspirations. We strive to empower each student with a meaningful pathway, towards a successful future.

This handbook provides a summary of learning options available for students. For further details on any subject, we recommend accessing the syllabuses directly from the QCAA portal. At Varsity College, we view Year 10 as a critical juncture in preparing students to transition into Year 11 and 12. Our Year 10 curriculum is designed to equip students with the necessary knowledge, understanding, and skills to excel in Senior subjects.

Varsity College staff are committed to supporting students every step of the way. Students will be engaged in their Senior Educational and Training (SET) planning where they will be supported in making informed decisions regarding their senior subjects, other learning options and learning pathway.

Senior Education Profile (SEP)



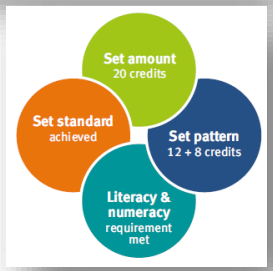
In Year 10, students will be required to register for a myQCE Student Portal account. Students will receive a Senior Education Profile in their learning account when they complete Year 12.

Once registered and on completion of Year 12, students will have access to their Senior Statement, which is a transcript of their learning account. Eligible students also receive either a Queensland Certificate of Education (QCE) or a Queensland Certificate of Individual Achievement (QCIA). Students who are not eligible for the QCE at the end of Year 12 can continue to accrue credit and will receive a Statement of Results and a QCE when eligible.

For more information about the SEP, please **CLICK HERE.**

Queensland Certificate of Education (QCE)

The QCE is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.
The QCE allows students to choose from a wide range of learning options to suit their interests and career goals.



To receive a QCE, students must achieve the set amount of learning, in the set standard, in a set pattern, while meeting literacy and numeracy requirements. At Varsity College, all Senior Pathway options have been developed to support the attainment of a QCE.

For more information about the QCE, please **CLICK HERE.**

Queensland Certificate of Individual Achievement (QCIA)

The QCIA recognises the achievements of students who are on individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

For more information about the QCIA, please **CLICK HERE.**

Australian Tertiary Admission Rank (ATAR)

ATAR is the primary mechanism of admission into tertiary institutions across Australia and reflects a student's academic standing relative to their peers. ATARs are expressed as a number on a 2000-point scale from 99.95 down to 0.00 in steps of 0.05.

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- five best scaled General subject results
  or
- combination of four best scaled General subject results plus one scaled Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

❖ **English requirement:**
Eligibility for an ATAR will require satisfactory completion of a QCAA English subject (English, Literature or Essential English are offered at VC). While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR. General English is a pre-requisite for many university courses, so please select your English subject carefully.

For more information about ATAR: please **CLICK HERE**

Varsity College Pathways to Success

At Varsity College, students have the opportunity to select from a wide range of learning options through one of four Pathways. Each pathway has been carefully designed to support students in a meaningful learning journey that leads to success.

- **Tertiary MAJOR**
- **Tertiary PLUS**
- **Vocational PLUS**
- **Vocational MAJOR**

Learning Options

- **General Subjects:** General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work.

- **Applied Essential and Applied Subjects:** Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

- **Vocational Education and Training (VET):** VET programs are focused on equipping individuals with practical skills and knowledge tailored to specific careers or trades. They are nationally recognised qualifications offered through a Registered Training Organisation (RTO). VET qualifications may be offered on campus, within the timetable or off campus. VET may be 'fee for service' or government funded.

- **School-Based Apprenticeships and Traineeships (SATs):** A SAT is a vocational education program that allows students to combine work and study. It provides students with the opportunity to gain practical experience in a chosen industry while completing their secondary education. These traineeships typically involve structured workplace learning alongside regular classroom studies, providing students with valuable skills and insights into their chosen career path.

Additional Learning Options:

- University 'early start' subjects may be available in Year 11 and 12.
- General subjects not available at Varsity College, may be available to be studied through Distance Education in limited cases by application through the Deputy Principal.
- Senior External Examination (SEE) in year 12 consist of individual subject examinations in a range of language and non-language subjects, conducted across Queensland in October and November each year.

Preparatory Learning Options:

- Career Tasters, available in Year 10, are short, hands-on programs designed to help students explore different industries and career areas before making decisions about future study or training pathways. Delivered one day per week, these practical experiences allow students to try real skills in simulated or industry-based environments across areas such as health, hospitality, trades, technology, agriculture, personal services, and community services. Career Tasters are fully funded for eligible students and do not contribute towards a formal qualification or QCE credits.

Work Experience

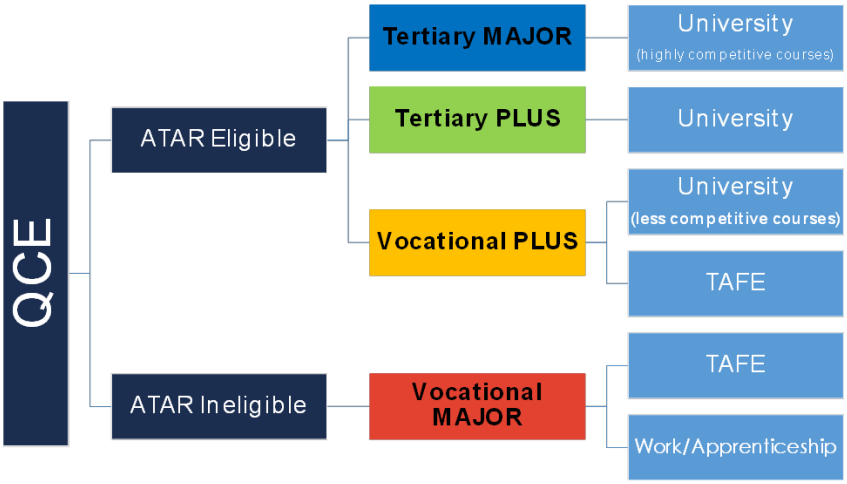
Work experience involves students engaging in short-term placements within professional environments to gain firsthand exposure to different industries and workplaces. Through work experience, students develop essential workplace skills such as communication, teamwork, and problem-solving, enhancing their employability and career readiness. At Varsity College, students who are interested in a School Based Traineeship, will first complete a short unpaid work experience trial. Students may also wish to engage in unpaid work experience to help them explore their interests, clarify career goals, and make informed decisions about their future education and career pathways. Students interested in engaging in work experience, should make an appointment with the school's Industry Liaison Officer (ILO).

Choosing the right learning options

STEP 1: Select your Varsity College Senior Pathway

Things to consider:

- What are my post-schooling aspirations?
- What are my post-schooling next steps?
- What jobs/industries am I interested in?
- Do I want to go to university, further vocational training or directly in to work straight after school?



STEP 2: Select your learning options

Things to consider:

- What are the subjects I enjoy?
- What subjects do I perform well in?
- Do I want to start a school-based traineeship/apprenticeship?
- Is there a VET qualification that may support my interests and future aspirations?
- Which University courses would I like to apply for post-schooling?
- Does the university course I want to study have any pre-requisite subjects/grades?
- What is my commitment to study workload?

STEP 3: Attend your SET Plan Interview

SET Planning involves students engaging in the process of identifying their interests, strengths, and career aspirations and developing a senior learning plan so students study a meaningful learning pathway for successful post-schooling transition. During the SET Plan interview, students meet with their parents and a staff SET Plan mentor, to develop a personalised plan outlining their subject choices, career pathways, and goals for the future.

STEP 4: Begin your senior learning journey

In Year 10, students begin studying the subjects in their SET plan.

STEP 5: Review your Plan

Students reflect on their SET Plan and have an opportunity to change learning options to ensure they continue to study a path that is meaningful and successful.

Subjects Available

General Subjects

ENGLISH

- English
- English Literature

MATHEMATICS

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

LANGUAGES

- Chinese

SCIENCES

- Biology
- Chemistry
- Physics
- Psychology

HUMAN AND SOCIAL SCIENCES

- Economics
- Geography
- Modern History

HEALTH AND PHYSICAL EDUCATION

- Physical Education

TECHNOLOGIES

- Digital Solutions
- Engineering

THE ARTS

- Drama
- Film, Television and New Media
- Music
- Visual Art

Applied Subjects

ENGLISH

- Essential English

MATHEMATICS

- Essential Mathematics

SCIENCES

- Science in Practice

HUMAN AND SOCIAL SCIENCES

- Business Studies
- Social and Community Studies

HEALTH AND PHYSICAL EDUCATION

- Sport and Recreation

TECHNOLOGIES

- Hospitality Practices
- Industrial Graphics Skills
- Industrial Technology Skills

THE ARTS

- Visual Arts in Practice

On Campus VET Courses

- Certificate II in Health Support Services + Certificate III in Health Administration
- Certificate IV in Justice Studies
- Diploma of Business
- Certificate II in Sport Coaching + Diploma of Sport
- Career Passport – Certificate II in Skills for Work + Certificate II in Financial Services

VET Courses available off campus

VET Courses offered off campus are only available to students on a **Vocational Major** pathway. Students on a Vocational Major pathway may only choose one off campus certificate (including SAT). Students are only allowed to be off campus for a maximum of one day per week.

- TAFE and other external RTO course offerings as approved by the school
- School based Traineeship/Apprenticeship (SAT) *

  ** School-based traineeships and apprenticeships (SATs) are publicly competitive job applications and are advertised to students as they become available industry. The school does not supply the opportunities but will support students through the application, interview and completion processes. The school must approve every SAT.*

General Information about Senior Studies and Timetables

Please note:

- If a subject selected does not attract the minimum number of students to offer the class, the subject may not run in Year 10, Year 11, and 12. There also may be situations where students have selected two subjects that clash on the timetable. In these instances, students will be required to select an alternate subject from available offerings.

- Spoken presentations are a standard form of assessment in many General, Applied and Certificate courses and that, to pass these subjects, the spoken assessment must be completed with no exceptions.

- Enrolment in the vocational qualifications and accredited courses listed will be subject to the DTET (Department of Trade, Employment & Training) final publication of the 2027 VETiS and Career Start funded qualifications. Varsity College will finalise its delivery arrangements with the providers before confirming VETiS and Career Start VET enrolments for 2027. If funding for particular certificate courses does not continue, students and parents/carers will be contacted to discuss pathway and course options.

- Off campus and on campus options for VET will be promoted by Industry Liaison Officer or Head of Department Senior Schooling

Subject Combination and Recommendation Guide

- General Mathematics and Mathematical Methods may not be studied concurrently.
- It is strongly recommended that students who study Physics, also study Mathematical Methods
- It is strongly recommended that students who study Engineering, also study Mathematical Methods
- Students who study Specialist Mathematics must study Mathematical Methods (QCAA requirement).
- Only ONE VETiS (VET in Schools) qualification may be selected – unless there is a Fee for Service (FFS) option.
- Vocational PLUS students must complete an On Campus Certificate III, IV or Diploma as one of their subject choices – provides an alternate university entry for some universities/courses.
- Vocational MAJOR must complete at least one VET course.
- Head of Department English and Mathematics will make recommendations on the most appropriate English and Mathematics subjects.
- To be eligible for an Electrical School-Based Apprenticeship, students must achieve satisfactory results in a Mathematics, English, and a Science subject for both semester 1 and semester 2 in Year 10. Students interested in pursuing an Electrical SAT, should therefore ensure they select a Science subject in Year 10.
- The study of Certificate II Electrotechnology, requires a C grade in English and General Maths/Math Methods.

A note about VET course commencement and SET Planning

- **The Certificate III, IV and Diploma VET courses that we offer on campus within the normal timetable commence in Year 11** due to DTET regulations. At the SET plan interview, any students who are nominating to study a VET course on campus within their timetable will also choose a the Career Passport VET course, or a General or Applied subject to study for year 10 as a placeholder.
- Off campus VET courses and SATs commence at a range start times and students on a Vocational Major pathway may begin their off campus VET qualification during year 10 or year 11. All students completing off campus VET qualifications will still choose and study 6 timetabled subjects.

Subject Requirements

Students who do not meet the subject requirements, will be placed on probation. Heads of Department will review student results at the end of each assessment.

Faculty	Senior Subject	Requirements - Year 9 SEM 1 & 2 Grades
ENGLISH	English	**English - B**
	Literature	**English - B**
MATHEMATICS	General Mathematics	**Mathematics - C**
	Mathematical Methods	**Mathematics - B**
	Specialist Mathematics	**Mathematics HOD approval**
LANGUAGES	Chinese	**Chinese - B**
SCIENCES	Biology	**Science - B Maths - C**
	Chemistry	**Science - B Maths - C**
	Physics	**Science - B Maths - C**
	Psychology	**Science - B Maths - C**
HUMANITIES	Economics	**HASS - B English - C**
	Geography	**HASS - B English - C**
	Modern History	**HASS - B English - C**
HPE	Physical Education	**HPE - B English - C**
TECHNOLOGIES	Digital Solutions	**Digital Solutions - B**
	Engineering	**Engineering Technology - B Maths - B**
THE ARTS	Drama	**Drama - B**
	Film, TV and New Media	**Media Arts - B English - C**
	Music	**Music - B**
	Visual Art	**Visual Art - B**
On Campus VET Courses	Certificate IV in Justice Studies	**English - B**
	Diploma of Business	**English - B Mathematics - B**
	Diploma of Sport + Certificate II Sport Coaching	**English - B**

Tertiary MAJOR Pathway

QCE ATAR

The Tertiary MAJOR (TM) Pathway is designed for students who enjoy academic rigour. They enjoy theoretical aspects of learning with a high level of commitment to study. Typically, students on a TM Pathway aspire to enter high demand and competitive university courses after completing Year 12. It is important that students in a TM Pathway are achieving the appropriate Year 9 pre-requisite subjects (A or B standard).

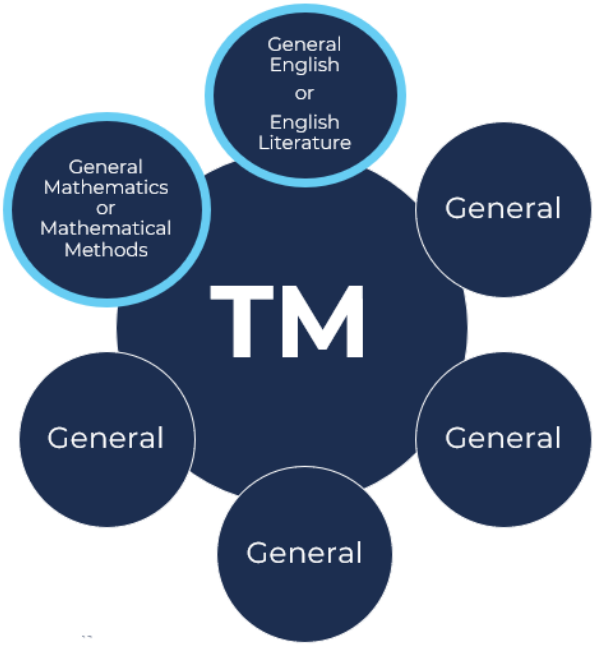
Students on a **Tertiary Major** Pathway study:
6 General subjects

Compulsory subjects:

- General English or Literature
- General Mathematics or Mathematical Methods

Commitment:

- 2-3 hours homework and revision every night OR 2 hours per subject per week minimum.
- Academic ability to prepare for 3 internal assessments PLUS external assessment for each subject.
- Academic ability to sit external exams with unseen questions for up to 50% of course grades.
- Attendance at subject tutorials when offered.
- Consistently high attendance throughout the year.
- Willingness to access tutors if academic success is not being achieved.
- Independent, self-directed and focused approach to learning and study.
- Preparing for and attending the MOCK EXAM block.
- Ensuring university prerequisites for courses are met through subject selection (if student is academically capable).



- There is no access to Applied subjects, On Campus or Off Campus VET certificate courses, traineeships or apprenticeships on this pathway.

Tertiary PLUS Pathway

QCE ATAR

The Tertiary PLUS (T+) Pathway is designed for students who enjoy academic rigour and want to study at university post-schooling but prefer a reduced academic study load. Typically, students on this pathway may choose to study and attain a VET qualification on campus. Upon completion of a VET qualification, students on a T+ pathway may be able to move to a study class to support their academic load.

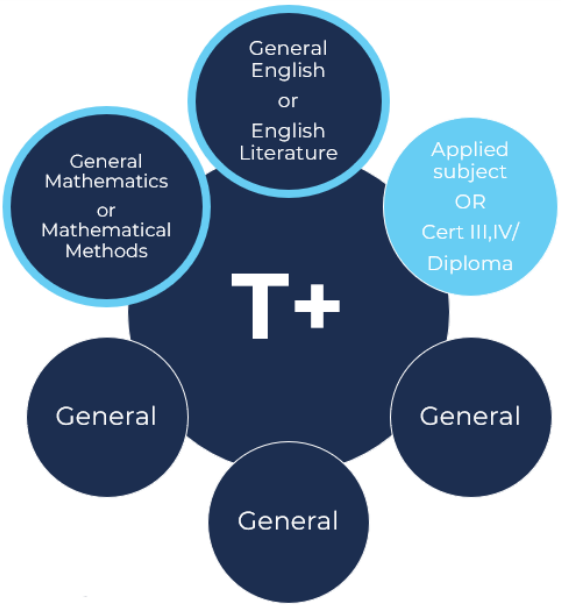
Students on a **Tertiary Plus** Pathway study:
5 General subjects
PLUS
One Applied subject OR **On Campus VET Course** (Certificate III, Certificate IV, or Diploma)

Compulsory subjects:

- General English or Literature
- General Mathematics or Mathematical Methods

Commitment:

- 2-3 hours homework / revision every night OR 2 hours per subject per week minimum for General subjects PLUS completion of competency-based Certificate or Diploma course[s] studied.
- Academic ability to prepare for 3 internal assessments PLUS external assessment for each General subject studied.
- Academic ability to sit external exams with unseen questions for up to 50% of course grades.
- Attendance at subject tutorials when offered and willingness to access tutors if academic success is not being achieved.
- Ability to blend independent, self-directed work with competency-based learning.
- Preparing for and attending the MOCK EXAM block for all GENERAL subjects studied.
- Students academically able to go to university must ensure university prerequisites are met through careful subject selection.



- There is no access to off campus VET certificate courses, traineeships or apprenticeships on this pathway.

Vocational PLUS Pathways

QCE ATAR

The Vocational PLUS (V+) Pathway is designed for students that want to enter university courses that are less competitive in regard to ATAR entry requirements, or want to study at TAFE post schooling. Students may choose to study one of these pathways so they can attain a VET qualification.

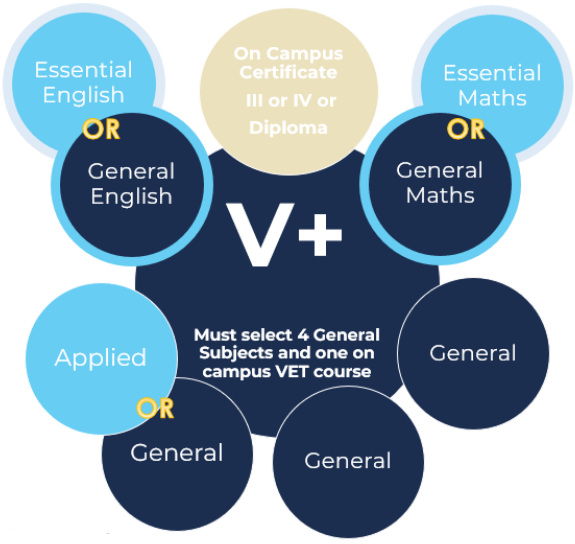
Students on a **Vocational Plus** Pathway study:
4 General subjects
PLUS
One On Campus VET Course (Certificate III, Certificate IV, or Diploma qualification)
PLUS
One Applied subject

Compulsory subjects:

- General English or Essential English (Year 10 levels of achievement considered)
- General Mathematics or Essential Mathematics
- One VET course of study at Certificate III, IV or Diploma level.

Commitment:

- 2-3 hours homework / revision every night OR 2 hours per subject per week minimum for General subjects PLUS completion of competency-based Certificate or Diploma course[s] studied.
- Academic ability to prepare for 3 internal assessments PLUS external assessment for each General subject studied.
- Academic ability to sit external exams with unseen questions for up to 50% of course grades.
- Attendance at subject tutorials when offered and willingness to access tutors if academic success is not being achieved.
- Ability to blend independent, self-directed work with competency-based learning.
- Preparing for and attending the MOCK EXAM block for all GENERAL subjects studied.
- Students academically able to go to university must ensure university prerequisites are met through careful subject selection.



- There is no access to off campus VET certificate courses, traineeships or apprenticeships on this pathway.

Vocational MAJOR Pathway

QCE

The Vocational Major (VM) Pathway is designed for students who are interested in transitioning straight into work, or further vocational training post-schooling. This pathway provides students with opportunities to participate in vocational education and certificate qualifications that may lead to further training or employment. Through the study of certificate courses, students can gain nationally recognised qualifications that provide workplace skills and technical knowledge to help advance their careers. It is important to note that this pathway **does not lead to an ATAR**.

Students on a **Vocational Major** Pathway study:
6 subjects
These can be a combination of **General subjects** (Maximum 2), **Applied Subjects** or **On Campus VET Courses** (Career Passport Certificate II, Certificate III, Certificate IV, or Diploma).
*Subject requirements for year 9 grades apply for all General subjects, Cert IV and Diploma Courses.

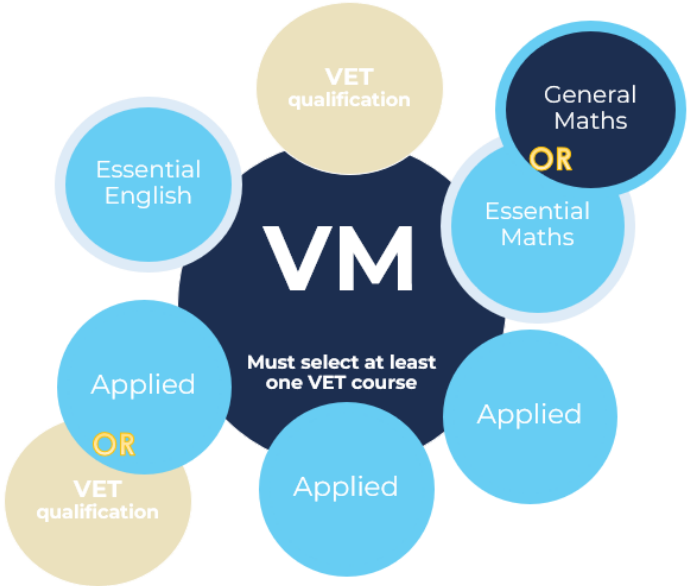
Students may also apply to study an off campus VET qualification in addition to their 6 subjects. Students may only participate in one off campus certificate course at a time. Students are only permitted to undertake one funded course at a time and cannot be enrolled in both a funded on-campus certificate and funded off campus SAT or certificate simultaneously. Students attending off campus training one day per week are responsible for communicating with classroom teachers and ensuring all classwork and assessment remains up to date.

Compulsory subjects:

- Essential English
- Essential Mathematics or General Mathematics
- At least one VET Qualification course of study (on campus or off campus)

Opportunity:

- Students are able to access SATs from Year 10 (excluding the Electrical Industry).
- Students can participate in Career Taster Programs with TAFE in Year 10 only.
- Students can participate in funded or fee-for-service off campus certificate course/s with TAFE or other RTOs from Year 10.



GENERAL SUBJECTS

General Subjects Overview

Each General subject consists of four units. Subject matter, learning experiences and assessment increase in complexity from Year 10 (foundational senior year) to Units 1 and 2 and to Units 3 and 4.

Unit 1 and 2
Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair.

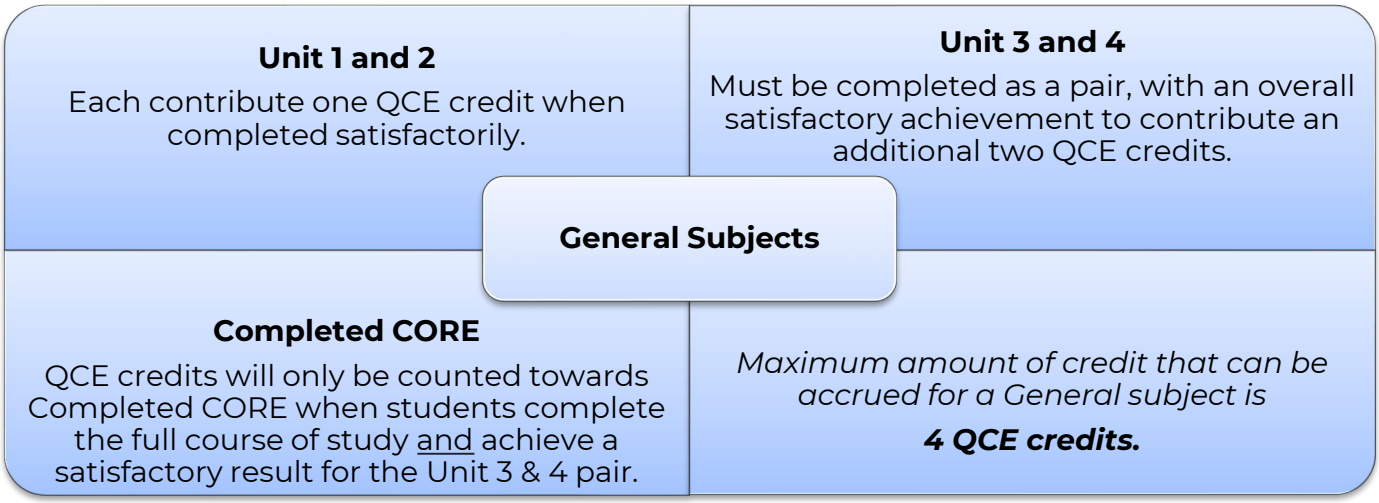
Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE. Students will complete Units 1 and 2 before starting Units 3 and 4. In Units 1 and 2, students complete a total of three internal assessments which contribute to the student's QCE attainment but not their final ATAR result for ATAR eligible students

Unit 3 and 4
Units 3 and 4 consolidate student learning.

Assessment results in Units 3 and 4 contribute to the award of a QCE and to ATAR calculations. Students complete a total of three internal assessments and one external assessment.

The three internal assessments will be endorsed by the QCAA before they are used in schools. Student's results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a student's overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Credit towards QCE attainment



QCAA GENERAL SUBJECT

BIOLOGY

REQUIREMENT (Pre-requisite): B in Year 9 Science

Rationale

Biology is the science of life, living systems, and of living organisms, including their structure, function, growth, origin, evolution and distribution. As part of this subject, students will use models of energy flow between the geosphere, hydrosphere and atmosphere to explain patterns of global climate change and use the theory of evolution by natural selection to explain past and present diversity and analyse the scientific evidence supporting the theory.

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

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

FUTURE CAREER PATHWAYS

Medicine
Forensics
Veterinary
Marine Biology
Agriculture
Biotechnology
Environmental Scientist
Conservation

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
Students will explore the interactions between Earth's spheres and how these interconnected systems drive global climate. Students will examine how human activities have impacted the carbon cycle, ocean currents and biodiversity. **Assessment: Research Report**	Students investigate the theory of evolution by natural selection to explain the diversity of living things and explore the range of scientific evidence to support the theory. **Assessment: Exam**	Students will understand cells as the basis of life and understand the processes for cell survival, including the factors that influence diffusion and active transport. **Assessment: Lab Report**	Students will explore the transmission of heritable characteristics from one generation to the next including the understanding of DNA, genes and inheritance patterns. **Assessment: Exam**

YEAR 11 & 12 (Recommended pre-requisite): B in Year 10 Biology)

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Cells and multicellular organisms	**Maintaining the internal environment**	**Biodiversity and the inter-connectedness of life**	**Heredity and continuity of life**
Topic 1: Cells as the basis of life	Topic 1: Homeostasis – thermoregulation and osmoregulation	Topic 1: Describing biodiversity and populations	Topic 1: Genetics and heredity
Topic 2: Exchange of nutrients and waste	Topic 2: Infectious disease and epidemiology	Topic 2: Functioning ecosystems and succession	Topic 2: Continuity of life on Earth
Topic 3: Cellular energy, gas exchange and plant physiology			

QCAA GENERAL SUBJECT

CHEMISTRY

REQUIREMENT (Pre-requisite): B in Year 9 Science, C in year 9 Maths

Rationale

Year 10 Chemistry studies the science of the composition, structure, properties and reactions of matter, especially of atomic and molecular systems. Students will explain how the structure and properties of atoms relate to the organization of the elements in the periodic table. They will also be able to explain how the atomic structure and location in the periodic table links to the properties of each of the elements, and in their ability to interact with other elements in chemical reactions and specialised materials.

FUTURE CAREER PATHWAYS

Environmental Chemist
Engineering
Medicine
Pharmacy
Research Chemist
Forensic Science
Sports Science

The senior chemistry course provides opportunities for students to engage in the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students' interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world and develop their expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence.

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
Students will use their understanding of atomic structure and the different properties of elements to explain the patterns and trends in the periodic table and understand the different types of chemical bonding. **Assessment:** Exam	Students investigate the developments in science leading to the creation of new materials with a variety of properties. **Assessment:** Research Report	Students investigate different types of chemical reactions, how they are used to produce a range of products, and the factors that can affect their rates of reaction. **Assessment:** Lab Report	Students investigate and predict products of different types of reactions, including covalent and organic compounds, fuels and combustion reactions. They will be introduced to the mole concept and the law of conservation of mass of reactants and products. **Assessment:** Exam

YEAR 11 & 12 – (Recommended pre-requisite – B in Year 10 Chemistry)

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Chemical fundamentals - structure, properties and reactions	**Molecular interactions and reactions**	**Equilibrium, acids and redox reactions**	**Structure, synthesis and design**
Topic 1: Properties and structure of atoms - isotopes, the periodic table and bonding	Topic 1: Intermolecular forces and gases	Topic 1: Chemical equilibrium systems - constants, acids, bases, pH and volumetric analysis	Topic 1: Properties and structure of organic materials - organic compounds, reactions and reaction pathways
Topic 2: Properties and structure of materials - compounds, mixtures and bonding	Topic 2: Aqueous solutions and acidity	Topic 2: Oxidation and reduction - redox reactions, standard electrode potential, electrochemical, galvanic and electrolytic cells	Topic 2: Chemical synthesis and design - synthesis reaction, macromolecules and modern methods used in chemical industries
Topic 3: Chemical reactions – reactants, products and energy change	Topic 3: Rates of chemical reactions		

QCAA GENERAL SUBJECT

CHINESE

REQUIREMENT (Pre-requisite): B in Year 9 Chinese OR ASPIRE Chinese

Rationale

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiations of experiences and meaning across cultures and languages. Communicating with people from Chinese-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

The ability to communicate in an additional language such as Chinese is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

This syllabus is designed for students who wish to study Chinese as an additional language and who have studied the P-10 Australian Curriculum: Chinese or similar

FUTURE CAREER PATHWAYS

Foreign affairs and trade
Translation
International business
Tourism
Defence
Journalism
Commerce
Education
Customs

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
Topic: Education In this unit students will develop language to explore the education system & lifestyles in both Australia and in Chinese speaking contexts. They will learn how to identify tone, purpose, context & express themselves to describe & give justifications in Chinese. **Assessment:** Short response: Written (Chinese / English)	**Topic: Lifestyle & Leisure** In this unit students will develop language to explore lifestyle & leisure in both an Australian & Chinese speaking context. Students will explore different accounts of people from both contexts & develop an awareness of the differences & similarities within Australian / Chinese speaking person's diets, leisure activities & engage in role plays. **Assessment:** Examination (Chinese & English) Examination: (Spoken Response)	**Topic: Teenage life and Technology** In this unit students will explore what it is like to grow us as a teenager within China & other Chinese speaking contexts. Students will engage in roleplay, speaking and listening & written responding tasks to explore topics such as teenage internet use in China, smartphones & engage in debates in both Chinese and English to analyse & justify their ideas in Chinese. **Assessment:** Extended response (Analysing in Chinese) Interview (spoken interview with teacher).	**Topic: Family & Friends** In this unit students will comprehend Chinese, analysing and evaluating diverse Chinese texts to develop an awareness of how the concept of family & friends are experienced in Chinese contexts. Students will learn how to listen to, read & express ideas in relation to a variety of Chinese texts such as Chinese podcasts (radio), newspaper articles & moving-image media. Students will also engage with different historical aspects of Chinese family & friendship such as the One Child Policy & other important aspects of Chinese history. **Assessment:** Short Response (Chinese & English)

YEAR 11 & 12

UNIT 1	UNIT 2	UNIT 3	UNIT 4
My World Topic 1: Lifestyle and Leisure Topic 2: Education **Assessment:** Combination response Exam	**Exploring our World** Topic 1: Travel Topic 2: Technology and media Topic 3: Chinese culture contribution to the world **Assessment:** Short response exam Extended response	**Our Society, Culture & Identity** Topic 1: Roles and Relationships Topic 2: Socialising and connecting with peers Topic 3: Individuals in society **Assessment:** Short response exam (20%) Extended response exam (25%)	**My present, My Future** Topic 1: Finishing secondary school Topic 2: Plans and reflections Topic 3: Responsibilities and moving on **Assessment:** Extended response (30%) Combination response (25%)

QCAA GENERAL SUBJECT

DIGITAL SOLUTIONS

REQUIREMENT (Pre-requisite): C in Year 9 Digital Solutions

Rationale

The use of technology has always been important for improving people's lives. Australia needs innovative individuals who can make good decisions regarding technology. Digital Solutions is a subject where students learn how to solve problems and develop digital solutions using algorithms, computer languages, user interfaces and data. They also learn about data encryption and the ethical use of technology.

Problem-based learning helps students develop skills for dealing with complexity and working with others. Digital Solutions prepares students for careers in various digital contexts and helps develop 21st century skills such as critical thinking, communication, and teamwork.

FUTURE CAREER PATHWAYS

Computer scientist
Aerospace industry
App developer
Business intelligence analyst
Robotics developer
Data analyst
Systems analyst/Engineer

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
Robotics Topic 1: Designing algorithms Topic 2: Programming in Python **Assessment:** Product and Folio	**Game Design** Topic 1: Object orientated Programming Topic 2: Programming in Godot and GDScript **Assessment:** Product and Folio	**Webpage Design** Topic 1: Webpage Design (HTML, CSS, JavaScript) Topic 2: Cybersecurity Topic 3: Programming (HTML, CSS, JavaScript, PHP) **Assessment:** Product and Folio	**Data science skills** Topic 1: Accessing data in relational databases Topic 2: Analysing and visualising data with spreadsheets Topic 3: The process of data science **Assessment:** Product and Folio

YEAR 11 & 12

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Creating with code Topic 1: Understanding digital problems Topic 2: User experiences and interfaces Topic 3: Algorithms and programming techniques Topic 4: Programmed solutions **Assessment:** FIA1 Digital Solution FIA2 Digital Solution	**Application and data solutions** Topic 1: Data-driven problems and solution requirements Topic 2: Data and programming techniques Topic 3: Prototype data solutions **Assessment:** FIA3 Digital Solution	**Digital innovation** Topic 1: Interactions between users, data and digital systems Topic 2: Real-world problems and solution requirements Topic 3: Innovative digital solutions **Assessment:** IA1 Technical proposal IA2 Digital Solution	**Digital impacts** Topic 1: Digital methods for exchanging data: Topic 2: Complex digital data exchange problems and solution requirements Topic 3: Prototype digital data exchanges **Assessment:** IA3 Digital Solution **External assessment:** Examination

QCAA GENERAL SUBJECT

DRAMA

REQUIREMENT (Pre-requisite): B in Year 9 Drama

Rationale

Drama interrogates the human experience by investigating, communicating and embodying the stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Across the course of study, students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes.

FUTURE CAREER PATHWAYS

Actor/Director
Creative Industries
Tourism
Advertising
Screen
Public relations
Journalism
Psychology
Law

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
PHYSICAL THEATRE/ AUSTRALIAN GOTHIC THEATRE Students will explore conventions of Physical Theatre and Australian Gothic through the study of Angela Betzien's *Where in the world is Frank Sparrow?* playtext. They will experience teacher led workshops to learn about the styles of performance and then will work collaboratively to create a performance of an extract of the text in this style. **Assessment:** Performance	**SCREEN ACTING** Students will study Screen Acting and Realism and its conventions. They will explore skills of acting and stagecraft to communicate dramatic meaning within a performance in the form of a Digital Portfolio. They will work collaboratively as an actor to create a polished and rehearsed showreel. Their written reflection must demonstrate knowledge of the skills of acting and the elements of drama to communicate meaning. **Assessment:** Digital Portfolio	**NON-REALISM THEATRE** Students will explore concepts within Paper Sky and analyse and evaluate conventions and elements of drama used to convey meaning. Students will then explore non realist styles of performance and conventions and use these workshops to devise an original performance. **Assessment:** Written analysis and evaluation. Dramatic concept as multi modal project	**DIRECTING** Students will learn the skill of directing through a variety of practical workshops. They will then be allocated a group of students as actors to direct in a short scene, ensuring they provide clear direction to ensure the scene conveys meaning in a visually stimulating way, whilst manipulating the elements of drama. **Assessment:** Director's journal and reflection

YEAR 11 & 12

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Share Topic 1: How does drama promote shared understanding of the human experience? Topic 2: Cultural inheritances of storytelling Topic 3: Oral history and emerging practices Topic 4: A range of linear and non-linear forms **Assessment:** Performance Project: Dramatic Concept	**Reflect** Topic 1: How is drama shaped to reflect lived experience Topic 2: Realism, including magical Realism, Australian Gothic Topic 3: Associated conventions of styles and texts **Assessment:** Project – Dramatic concept Project - Practice-Led Part A: Directorial vision Part B: Performance	**Challenge** Topic 1: How can we use drama to challenge our understanding of humanity? Topic 2: Theatre of Social Comment - Theatre of the Absurd and Contemporary Political Theatre Topic 3: Associated conventions of styles and texts **Assessment:** Performance (20%) Project: Dramatic Concept (20%)	**Transform** Topic 1: How can you transform dramatic practice? Topic 2: Contemporary performance Topic 3: Associated conventions of styles and texts Topic 4: Inherited texts as stimulus **Assessment:** Practice-led project (35%) Part A: Directorial pitch Part B: Performance Examination (25%)

QCAA GENERAL SUBJECT

ECONOMICS

REQUIREMENT (Pre-requisite): C in Year 9 HASS and English

Rationale

Economics is a vital subject that examines how individuals, societies, and governments allocate limited resources to satisfy unlimited wants and needs.

The subject provides a framework for understanding various economic phenomena, such as inflation, unemployment, economic growth, international trade, and market structures. By studying economics, students develop analytical and critical thinking skills, which are essential in making informed decisions in both personal and professional life.

Economics is relevant for students who are interested in careers in business, finance, politics, international relations, law, and social sciences.

FUTURE CAREER PATHWAYS

Stockbroker
Banker
Real Estate Agent
Economist
Lawyer
Entrepreneur
Teacher
Human resource management

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
Business Productivity and Efficiency: How do firms choose what to make, how to make it and who to make it for? **Assessment:** Combination Exam	**Global Inequality**: What are the different causes of poverty and what can be done to address these issues? **Assessment:** Research Report	**Markets and Economics**: What is the 'Economic Problem' and how do we know if the economy is operating efficiently? **Assessment:** Combination Exam	**Globalisation**: Why do businesses decide to expand internationally and how does this impact profits, efficiency and consumer choice? **Assessment:** Research Report

YEAR 11 & 12

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Markets and models Topic 1: The Basic Economic Problem - Economic stakeholders - Needs and wants - Resources and productions Topic 2: Economic Flows -Circular Flow model Topic 3: Market Forces - Demand and supply - Price mechanism	**Modified markets** Topic 1: Markets and Efficiency -Market failure	**International economics** Topic 1: International Trade - Australia's place in the global economy Topic 2: Global Economic Issues - Globalisation - Australia's trade relationships	**Contemporary macro economics** Topic 1: Macro-economic objectives and theory - Australian government's domestic macro-economic objectives Topic 2: Economic indicators and past budget stances -Past economic events and decision made in the annual federal budget Topic 3: Economic Management -Policy choices - Demand management and Supply-side economics ideas

QCAA GENERAL SUBJECT

ENGINEERING

REQUIREMENT (Pre-requisite): B Year 9 Engineering and Maths.
Recommended that students also study Maths Methods and Physics.

Rationale

Engineering Technology provides students with the opportunity to explore foundational concepts that underpin real-world engineering practice. Across four terms, students engage with the principles of force, motion, energy, and material properties, applying systems thinking to solve problems through prototyping, testing, and iteration. They are introduced to key engineering processes including risk assessment, performance optimisation, technical communication, and project management.

The Year 10 course lays the groundwork for success in the General Senior Engineering syllabus by building critical thinking, graphical communication, and problem-solving skills in practical and collaborative settings.

In the senior years, students deepen their understanding of mechanics, materials science, and control technologies. Through contextual learning and open-ended problems, they develop engineered solutions to meet identified needs. Students explore how engineering impacts society, communicate complex ideas using industry-standard conventions, and critically evaluate their decisions using solution success criteria and factors of safety.
Senior Engineering fosters analytical and creative thinking, teamwork, and resilience—skills that are essential for further study or careers in mechanical, civil, mechatronic, aerospace and environmental engineering.

FUTURE CAREER PATHWAYS
Engineering
Built environment
Industrial design
Applied Sciences
Technology
Architecture
Aviation and Defence

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
UNIT 1 – Forces, Motion and Energy in Engineered Systems • Topic 1: Fundamentals of engineered systems – force, motion, energy • Topic 2: Engineering materials – properties and function • Topic 3: Systems thinking – real-world applications • Topic 4: Safety and performance – calculations and testing **Assessment: Short Response Exam**	**UNIT 2 – Engineering Solutions 1: Mechanical Systems** • Topic 1: Define and investigate – develop a brief • Topic 2: Generate and justify – sketching and modelling • Topic 3: Produce and test – build a mechanical prototype • Topic 4: Evaluate – assess function and sustainability **Assessment: Project – Engineered Solution 1**	**UNIT 3 – Engineering Solutions 2: Structural Systems** • Topic 1: Explore structures – forces and trusses • Topic 2: Design and analyse – material selection and calculations • Topic 3: Construct and refine – safe building practices • Topic 4: Test and iterate – evaluate and optimise **Assessment: Short Response Exam**	**UNIT 4 – Innovation, Ethics and Future Engineering** • Topic 1: Emerging technologies – global innovations • Topic 2: Engineering and society – ethical, sustainable solutions • Topic 3: Communication – graphical and digital • Topic 4: Preferred futures – lifecycle thinking **Assessment: Project Engineered Solution 2**

YEAR 11 & 12

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Engineering Fundamentals • Topic 1: Engineering in society • Topic 2: Engineering communication • Topic 3: Introduction to engineering mechanics • Topic 4: Introduction to engineering materials **Assessment:** FIA1 Exam **Assessment:** FIA2 Engineered Solution	**Emerging Technologies** • Topic 1: Emerging needs in society • Topic 2: Emerging processes, machinery and automation • Topic 3: Emerging material **Assessment:** FIA3 Engineered Solution	**Civil Structures** • Topic 1: Civil structures in society • Topic 2: Civil structures and forces • Topic 3: Civil engineering materials **Assessment:** IA2 Exam **Assessment:** IA1 Engineered Solution	**Machines and Mechanisms** • Topic 1: Machines in society • Topic 2: Machines, mechanisms and control • Topic 3: Materials **Assessment:** IA3 Engineered Solution **Assessment:** EA Exam

QCAA GENERAL SUBJECT

ENGLISH

REQUIREMENT (Pre-requisite): B in Year 9 English

Rationale

English is the national language of Australia and, as such, is central to the lives, learning and development of all young Australians. Through the study of English, individuals learn to analyse, understand, communicate and build relationships with others and the world around them. It helps create confident communicators, imaginative and critical thinkers, and informed citizens.

In English, students closely examine a diverse range of literary and non-literary texts of varying complexities, including plays, films, media texts and novels, to develop their knowledge and understanding of how language varies according to context, purpose and audience.

English helps students develop valuable skills important for a variety of professions and contexts after school, particularly the expression and communication of complex ideas, and broader 21st century skills, such as critical and creative thinking, collaboration and teamwork, cultural awareness and global citizenship, and media literacy.

FUTURE CAREER PATHWAYS

Journalism
Advertising
Entertainment- radio, actor
Teaching
Copywriter
Law
Public relations

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
Representations of War **Assessment:** Discursive Essay	In-depth study of a novel **Assessment:** Monologue	William Shakespeare's 'Romeo and Juliet' **Assessment:** Analytical Essay	Current Social Issues **Assessment:** Persuasive Speech

YEAR 11 & 12

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Perspectives and Texts Topic 1: Students view and comprehend a range of Australian short stories, focusing on character construction and concepts. They will write an analytical extended response. Topic 2: Students will view and analyse a complete film and its characters and concepts and write a creative extended response.	**Texts and Culture** Topic 1: Students read and analyse a complete novel and view a corresponding film. They will analyse a range of concepts that are common to both texts and produce a discursive extended response	**Textual Connections** Topic 1: Students examine how contentious social issues are portrayed in the media and learn to identify bias. They will choose an issue of interest to them and undertake extensive research to write and deliver a persuasive speech. Topic 2: Students read and analyse a complete novel and view a corresponding film. They will analyse a range of concepts that are common to both texts and produce a discursive extended response.	**Close study of Literary Texts** Topic 1: Students will view and comprehend a range of international films, focusing on character construction and social content, producing a creative extended response. Topic 2: Students will complete a close reading and in-depth study of a test prescribed by the QCAA, analysing themes, characters and events in preparation for the External exam

QCAA GENERAL SUBJECT

LITERATURE

REQUIREMENT (Pre-requisite): B in Year 9 English

Rationale

English is the national language of Australia and, as such, is central to the lives, learning and development of all young Australians. Through the study of English, individuals learn to analyse, understand, communicate and build relationships with others and the world around them. It helps create confident communicators, imaginative and critical thinkers, and informed citizens.

In Year 10, students will be introduced to the foundations of the subject Literature. They will be exposed to a variety of texts such as short stories, films, novels, plays and poetry which mirror the types of texts students will study in Years 11 and 12.

The subject Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.

The assessment is focused on imaginative responses (students have a choice of genres) and analytical writing and students who enjoy, and excel, in these genres are encouraged to participate in this subject.

FUTURE CAREER PATHWAYS

Journalism
Advertising
Author
Entertainment
Education
Copywriter
Law
Public relations

Note: Literature may be studied as either a student's "English" subject or as an elective in addition to studying English.

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
In-depth study of a film Texts: *The Help* Poetry Short Stories **Assessment:** Spoken Imaginative Short Story	**In-depth study of a novel** Texts: *Looking for Alibrandi* Critical Essays **Assessment:** Analytical Essay	**In-depth study of a film** Text: *The Secret Life of Walter Mitty* **Assessment:** Written Imaginative Task	**In-depth study of a novel** Text: *The Bone Sparrow* **Assessment:** Analytical Essay

YEAR 11 & 12

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Introduction to literary studies Students develop knowledge and understanding of the ways literary styles and structures shape how texts are received and responded to by individual readers and audiences. **Texts:** *Hotel Sorrento* (Australian play) Critical essays **Assessment:** Analytical Essay	**Intertextuality** Students develop knowledge and understanding of the ways literary texts connect with each other. Students study texts that are closely related in terms of genre, concepts and/or context. **Texts:** *Million Dollar Baby* (film) Poetry and short stories *The White Tiger* (novel) **Assessment:** Written imaginative task Analytical essay	**Literature and identity** Students develop knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts. **Texts:** *Parasite* (international film) Novel Critical essays **Assessment:** Spoken imaginative task	**Independent explorations** Students demonstrate increasing independence in exploring, interpreting, analysing and appreciating the aesthetic appeal of literary texts and the insights they offer. The unit focuses on the dynamic nature of literary explorations and interpretations. **Texts:** Short Stories Poetry *Antony and Cleopatra* (play) **Assessment:** Written imaginative task Analytical essay

QCAA GENERAL SUBJECT

FILM, TELEVISION and NEW MEDIA

REQUIREMENT (Pre-requisite): C in English, C in Media Arts

Rationale

Film, TV, and online videos are a big part of how we get information and entertainment today**.** They help us learn, share ideas, and connect with different cultures. These media are also important for showing who we are — both as individuals and as part of a community.

By watching and creating moving-image media, like short films, videos, and TV shows, you'll learn how to express your own ideas and understand others'.
You'll also learn to think critically about what you see and develop respect for different opinions and cultures from around the world.

This subject will see you explore a variety of different filmmakers, filmmaking contexts and engage with a diverse array of emergent new media contexts in senior FTVNM. Students will commence Senior analysing case media and emergent media platforms, construct filmic treatments, screenplays and develop moving-image media over a variety of styles and genres.

FUTURE CAREER PATHWAYS

Screen
Advertising
Editor
Camera Operator
Creative Industries
Public Relations
Journalism

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
Thrilling Cinema Students will engage with concepts explored in Thriller and Horror films through exploring the filmmaking style of Alfred Hitchcock. Students will investigate a feature film by writing an analytical response. They will then apply their understanding of filmmaking processes to experiment and create their own specific style through designing and filming their own stylistic film. **Assessment:** Exam	**Thrilling Cinema** Students will apply their understanding of filmmaking processes to experiment and create their own specific style through designing and filming their own stylistic film. Students will engage with concepts explored in Thriller and Horror films through exploring the filmmaking style of Alfred Hitchcock. **Assessment:** Project	**Stylistic Documentary** In this unit, students explore the distinctive visual and narrative style of Wes Anderson to create stylised short-form documentaries suitable as a multi-platform product. Students analyse Anderson's use of symbolic and technical codes then apply these techniques to produce their own production that reflects personal or community stories. Emphasis is placed on developing technical skills, creative collaboration, and audience engagement. **Assessment:** Project	**Multiplatform Universes** Students investigate how audiences engage in Franchises and Universes through multi-platform products which span across film, television, gaming and social media. Multi-platform products encourage audiences to use a range of technologies in real time across platforms to interact with and share an experience with. Students will choose a multi-platform universe and complete a case study to analyse and evaluate the impact of multiple platforms on audience engagement. **Assessment:** Case Study

YEAR 11 & 12

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Foundation **Topic 1:** Tools and associated processes used to create meaning **Topic 2:** Institutional practices influenced by social, political & economic factors **Topic 3** Signs and symbols, codes and conventions create meaning	**Story forms** **Topic 1:** Representations function in story forms **Topic 2:** Relationship between story forms and meaning change in different contexts **Topic 3:** Media languages used to construct stories	**Participation** **Topic 1:** How do technologies enable or constrain participation? **Topic 2:** Contexts and purposes impact the participation of individuals and cultural groups **Topic 3:** Participation in institutional practices influenced by social, political and economic factors	**Identity** **Topic 1**: Media artists experiment with technological practices **Topic 2**: Media artists portray people, places, events, ideas and emotions **Topic 3**: Media artists use signs, symbols, codes and conventions in experimental ways to create meaning

QCAA GENERAL SUBJECT

GEOGRAPHY

REQUIREMENT (Pre-requisite): C in Year 9 HASS and English

Rationale

Geography is widely studied discipline that encourages students to become informed and adaptable, so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

When students study Geography, they engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe.

FUTURE CAREER PATHWAYS

Town Planner
Geographer (GIS)
Surveyor
Meteorologist
Coastal/Environmental engineer
Education

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
Geographies of Human Wellbeing: How does geography drive the development of countries? **Assessment:** Data Report	**Disease**: How does the environment spread diseases through populations? **Assessment:** Combination Exam	**Environmental Change and Management:** How can we manage the environment in the Gold Coast? *Local Field Trip **Assessment:** Field Report	**Weather and Climate:** What are the drivers of extreme weather events in Australia? **Assessment:** Combination Exam

YEAR 11 & 12

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Responding to risk and vulnerability in hazard zones Topic 1: Natural hazard zones – Floods Topic 2: Ecological hazard zones	**Planning sustainable places** Topic 1: Managing the challenges facing a megacity	**Responding to land cover transformations** Topic 1: Land cover transformations and climate change Topic 2: Responding to local land cover transformations - Coasts	**Managing population change** Topic 1: Population challenges in Australia- internal migration in Australia Topic 2: Global population change – country by country comparison

*Field excursion cost approx. $500

QCAA GENERAL SUBJECT

GENERAL MATHEMATICS

REQUIREMENT (Pre-requisite): C in Year 9 Mathematics

Rationale

General Mathematics is a general subject that extends students' mathematical knowledge and skills in preparation for a wide range of vocational and university pathways that do not require the study of Mathematical Methods. The Year 10 course introduces key concepts, encouraging students to ask meaningful questions, model situations mathematically, and interpret results in context. Emphasis is placed on the use of mathematics in real-world settings and on the effective communication of solutions.

In Years 11 and 12, General Mathematics builds on prior learning and includes the topics of Number and Algebra, Measurement and Geometry, Networks and Matrices, and Statistics. Students develop the capacity to solve practical problems and model real-life situations using mathematical reasoning, supported by technology.

General Mathematics is less abstract than Mathematical Methods but still requires sustained effort and consistent study habits as it moves at a swift pace. It is best suited to students who have demonstrated sound performance in previous mathematics studies and are prepared to engage with a moderate level of mathematical complexity.

FUTURE CAREER PATHWAYS

Manufacturing and processing
Building and construction
Health and retail services
Administration and management
Hospitality and Tourism

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
Topic 1: Algebra **Topic 2:** Trigonometry **Topic 3:** Introduction to similarity and scale **EXAM**	**Topic 1:** Linear equations **Topic 2:** Financial Mathematics **EXAM**	**Topic 1:** Linear modelling **Topic 2:** Statistics 1 – representing data **PROJECT** **EXAM**	**Topic 1:** Statistics 2 – summarising data **Topic 2:** Measurement and similarity **EXAM**

YEAR 11 & 12

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Money, measurement, algebra and linear equations **Topic 1:** Consumer arithmetic **Topic 2:** Shape and measurement **Topic 3:** Similarity and scale **Topic 4:** Algebra **Topic 5:** Linear equations and their graphs	**Applications of linear equations and trigonometry, matrices and univariate data analysis** **Topic 1:** Applications of linear equations and their graphs **Topic 2:** Applications of trigonometry **Topic 3:** Matrices **Topic 4:** Univariate data analysis 1 **Topic 5:** Univariate data analysis 2	**Bivariate data and time series analysis, sequences and Earth geometry** **Topic 1:** Bivariate data analysis 1 **Topic 2:** Bivariate data analysis 2 **Topic 3:** Time series analysis **Topic 4:** Growth and decay in sequences **Topic 5:** Earth geometry and time zones	**Investing and networking** **Topic 1:** Loans, investments and annuities 1 **Topic 2:** Loans, investments and annuities 2 **Topic 3:** Graphs and networks **Topic 4:** Networks and decision mathematics 1 **Topic 5:** Networks and decision mathematics 2

QCAA GENERAL SUBJECT

MATHEMATICAL METHODS

REQUIREMENTS (Pre-requisite): B in Year 9 Mathematics

Rationale

Mathematical Methods is a challenging and rewarding subject for students who wish to extend their mathematical skills to support future studies in a variety of fields. Mathematics is a creative discipline that encourages initiative, fosters curiosity, and equips students with the tools to navigate an increasingly complex, data-driven world. As the foundation of many quantitative disciplines, Mathematical Methods is a prerequisite for most STEM degrees and is an excellent choice for students pursuing competitive pathways.

In Years 11 and 12, the subject covers the domains of Algebra, Functions, Calculus, Trigonometry, Probability, and Statistics. These topics form the foundation for developing mathematical models of real-world phenomena and solving both complex and abstract problems. Mathematical Methods encourages students to apply their learning to real-life contexts, helping them become critical thinkers, problem-solvers, and innovators.

FUTURE PATHWAYS

Engineering sciences incl: Avionics, Communication and Mining
Medical and Health
Computer Science.
***Note**: Any student pursuing a degree with a basis in Maths, medicine, engineering and/or science will find the study of Mathematical Methods beneficial.*

Mathematical Methods moves at a fast pace and requires students to maintain a strong work ethic and demonstrate discipline in independent study. The subject provides students with the mathematical foundation required for a wide range of university courses and opens diverse future study options in mathematics-intensive fields.

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
Topic 1: Algebra skills **Topic 2:** Index laws **Topic 3:** Surds **Topic 4:** Trigonometry **EXAM**	**Topic 1:** Linear algebra and inequalities **Topic 2:** Scatterplots **Topic 3:** Simultaneous equations **Topic 4:** Probability **EXAM**	**Topic 1:** Quadratics – expanding, factorising, solving and sketching **Topic 2:** Introduction to logarithms **EXAM**	**Topic 1:** Algebraic fractions **Topic 2:** Further Trigonometry **PROJECT** **EXAM**

YEAR 11 & 12

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Surds, algebra, functions and probability **Topic 1:** Surds and quadratic functions **Topic 2:** Binomial expansion and cubic functions **Topic 3**: Functions and relations **Topic 4:** Trigonometric functions **Topic 5:** Probability	**Calculus and further functions** **Topic 1:** Exponential functions **Topic 2:** Logarithms and logarithmic laws **Topic 3:** Introduction to differential calculus **Topic 4:** Applications of differential calculus **Topic 5:** Further differentiation	**Further calculus and introduction to statistics** **Topic 1:** Differentiation of exponential and logarithmic functions **Topic 2:** Differentiation of trigonometric functions and differentiation rules **Topic 3:** Further applications of differentiation **Topic 4:** Introduction to integrals **Topic 5:** Discrete random variables	**Further calculus, trigonometry and statistics** **Topic 1:** Further integration **Topic 2:** Trigonometry **Topic 3:** Continuous random variables and the normal distribution **Topic 4:** Sampling and proportions **Topic 5:** Interval estimates for proportions

QCAA GENERAL SUBJECT

MODERN HISTORY

REQUIREMENT (Pre-requisite): C in Year 9 HASS and English

Rationale

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students learn that the past is contestable and tentative, and history is a construct of various perspectives and interpretations.

Modern History has two main aims. First, it seeks to have students gain historical knowledge about the nature, origins, development, legacies and contemporary significance of main forces that have contributed to the development of the Modern World. Second, it aims to have students form a historical consciousness in relation to these same forces through the rigorous application of historical skills.

FUTURE CAREER PATHWAYS

Law
Diplomacy
Journalism
Education – teaching
Politics and governance

Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between the past, present and possible futures.

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
Second World War: What were the outcomes of key events in the Second World War? **Assessment:** Research Essay	**Rights and Freedoms:** What effects have political and social movements had in causing meaningful change in societies? **Assessment:** Extended Response to Stimulus Exam	**Frontier Wars:** What was the nature and extent of frontier violence in Australia following European arrival? **Assessment:** Source Investigation	**Terrorism**: To what extent was terrorism used as a tool of protest in the Brighton Bombings? **Assessment:** Short response to Stimulus Exam

YEAR 11 & 12

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Topic 1: Age of Imperialism 1848 -1914 Aspect of the topic: Significance of Imperialism in the events leading to World War I **Topic 2: Empowerment of First Nations Australians since 1938** Aspect of the topic: Significance of the 'Mabo case' to indigenous land rights	**Topic 1: Russian Revolution 1905–1920s** Aspect of the topic: Role of communism during the February and October Russian Revolutions in 1917	**Topic 1: Germany since 1914** Aspect of the topic: Adolf Hitler's consolidation of power between 1933-1945 **Topic 2: Israel since 1917** Aspect of the topic: Role of the United Nations in the emergence of the Israeli state in 1948	**Topic 1: Australian engagement with Asia since 1945** Aspect of the topic: Australia's involvement in the Vietnam War **Topic 2: Cold War and its aftermath 1945-2014** Aspect of topic: Reasons for the end of the Soviet Union, 1980s–1990s

QCAA GENERAL SUBJECT

MUSIC

REQUIREMENT (Pre-requisite): B in Year 9 Music

Rationale

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination, emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles. The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music

A study of music provides students with opportunities to develop their intellect and personal growth and to contribute to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences. Studying music provides the basis for rich, lifelong learning.

FUTURE CAREER PATHWAYS

Professional performer/musician
Composer (popular, film, TV, advertising)
Music teacher
Sound engineer, producer or technician

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
World Music In this unit students will investigate the exciting musical traditions and advancements from across the world. Extending their identification of specific vocal & instrumental traditions, students will work to construct a performance of their own that exploits the expressive potential of techniques acquired from these diverse contexts. **Assessment:** Performance	**World Music** Students will continue to develop their understanding of music & its expressive capacity by analysing and evaluating a variety of world music. Students will then apply these understandings through the creation of a composition. Students will interpret the social cultural contexts of different composers & draw on influences to create a unique composition. **Assessment:** Analytical Essay / Composition	**Film Music** Students will continue to discern and discriminate the ways in which musical elements are manipulated within music through the context of Film music. Applying this understanding, students will then apply elements of music & compositional devices to develop a composition that assists in the communication of the meaning of a film. **Assessment:** Musicology / Composition & Performance	**Film Music** Students will explore the world of film music & develop their aural skills as they investigate how film music is constructed and performed to communicate meaning. Students will then finalise their study by completing an analytical essay deconstructing how elements of music & compositional devices have been used to communicate viewpoints within a filmic score. **Assessment:** Exam

YEAR 11 & 12

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Designs Topic: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition **Assessment:** Performance Examination	**Identities** Topic: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music? **Assessment:** Integrated project (composition) Part A: Musicology Research Part B: Composition (informed by Musicology	**Innovations** Topic: How do musicians incorporate innovative music practices to communicate meaning when performing and composing? **Assessment:** Performance (20%) Composition (20%)	**Narratives** Topic: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music? **Assessment:** Integrated project (35%) Part A: Musicology Research Part B: Student choice – Composition or Performance (informed by Musicology) Examination (25%)

QCAA GENERAL SUBJECT

PHYSICAL EDUCATION

REQUIREMENT (Pre-requisite): B in Year 9 HPE, C in Year 9 English

Rationale

From Year 10 to Year 12, the Physical Education course equips students with the knowledge, skills, and understanding to enhance health and physical activity in varied contexts. Through diverse practical experiences, students develop and refine movement sequences and strategies. They explore the interconnected dimensions of physical activity, including biophysical, sociocultural, and psychological principles. This holistic approach helps students appreciate how body and movement concepts relate to performance.

By becoming physically educated, students gain the ability to critically apply scientific and theoretical knowledge to improve their own and others' participation and performance in physical activity, promoting lifelong health and wellbeing.

FUTURE 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.

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
Play for All: Powering Inclusive Participation Explore barriers, enablers, and strategies to improve inclusion in physical activity. Apply knowledge through Touch Football and Badminton, combining theory and practical skills in a creative project. **Assessment:** Project	**Biomechanics of Sport Performance area of Oztag** Unit applies biomechanical principals to golf and other activities. Students explore movement concepts and analyse performance using video, demonstrating how biomechanics improves Movement. Oztag will also be a focus performance area. **Assessment:** Exam	**Mind Over Muscle: The Psychology of Peak Performance** Explore and apply sport psychology and movement concepts in a chosen physical activity. Analyse performance data to design and evaluate psychological strategies that optimise individual and team performance. **Assessment:**Investigation	**Train Smart, Play Hard: Powering Performance Through Science** Investigate energy systems, training zones, and principles to enhance fitness through varied training methods. Apply knowledge across sports, using primary (GPAI) and secondary data to assess and improve performance. **Assessment:** Exam

YEAR 11 & 12

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Motor learning, functional anatomy, biomechanics and physical activity Topic 1: Motor learning integrated with a selected physical activity Topic 2: Functional anatomy and biomechanics integrated with a selected physical activity	**Sport psychology, equity and physical activity** Topic 1: Sport psychology integrated with a selected physical activity Topic 2: Equity – barriers and enablers	**Tactical awareness, ethics and integrity, and physical activity** Topic 1: Tactical awareness integrated with one selected 'invasion' or 'net and court' physical activity Topic 2: Ethics and integrity	**Energy, fitness and training, and physical activity** Topic 1: Energy, fitness and training integrated with one selected 'invasion', 'net and court' or 'performance' physical activity

QCAA GENERAL SUBJECT

PHYSICS

REQUIREMENT (Pre-requisite): B in Year 9 Science, C in year 9 Maths

Rationale

Year 10 Physics studies the science of matter and energy and of interactions between the two, grouped in traditional fields such as acoustics, optics, mechanics, thermodynamics, and electromagnetism, as well as in modern extensions including atomic and nuclear physics. As part of this subject, students will investigate Newton's laws of motion and quantitatively analyse the relationship between force, mass and acceleration of objects. This will enable them to predict the motion of objects in a system.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

FUTURE CAREER PATHWAYS

Engineering
Medicine
Optometry
Radiography
Astronomy
Physicist
Pilot
Technician

The senior physics course provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
Students will investigate how the motion of objects can be described and predicted using the laws of physics, including speed, distance, time, acceleration and displacement. **Assessment: Exam – Data Test**	Students will explore different types of forces associated with Newton's laws including momentum and impulse. **Assessment: Exam**	Students will understand how energy transfer through different mediums can be explained using wave and particle models. They will explore the features of the universe including galaxies, stars and solar systems, and investigate how the Big Bang theory can be used to explain the origin of the universe. **Assessment: Exam**	Students will continue to explore how the Big Bang theory can be used to explain the origin of the universe. They will investigate the properties of electricity including voltage, current and resistance. **Assessment: Research report**

YEAR 11 & 12

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Thermal, nuclear and electrical physics Topic 1: Heating Processes: kinetic particle model, specific heat capacity, phase changes and energy conservation Topic 2: Ionising radiation and nuclear reactions: nuclear model and stability, energy and mass defect Topic 3: Electrical circuits: current, potential difference, energy flow, circuit analysis and design	**Linear motion and waves** Topic 1: Linear motion and force: classical mechanics and energy Topic 2: Waves: properties, sound and light	**Gravity and electromagnetism** Topic 1: Gravity and Motion: projectile motions, inclined planes, circular motion and orbital mechanics Topic 2: Electromagnetism: electrostatics, magnetic fields and electromagnetic induction	**Revolutions in modern physics** Topic 1: Special Relativity Topic 2: Quantum Theory Topic 3: The Standard Model: particle interactions

QCAA GENERAL SUBJECT

PSYCHOLOGY

REQUIREMENT (Pre-requisite): B in Year 9 Science, C in year 9 Maths

Rationale

Year 10 Psychology offers a dynamic introduction to the science of human thought, emotion, and behaviour. Each term is framed by a key inquiry question that encourages students to think critically and apply psychological concepts to real-world contexts. From understanding how psychologists study the brain, to exploring human development, sleep, wellbeing, and the psychology behind mental illness and criminal behaviour, students will engage with contemporary issues and case studies. Along the way, they'll develop valuable skills in research, scientific writing, and data analysis. This subject is ideal for students who are curious about how people think and behave and provides a strong foundation for those considering QCE Psychology in Years 11 and 12.

FUTURE CAREER PATHWAYS

Clinical Psychologist
Counsellor
Researcher
Health Psychologist
Forensic Psychologist
Social Worker
Teacher
Human Resources

The senior Psychology course provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Year 10

TERM 1	TERM 2	TERM 3	TERM 4
Foundations of Psychology & the Brain Students will investigate how Psychologists study the brain and behaviour ethically and scientifically, the scientific method, ethics, brain structure and function. **Assessment:** Data Test	**Understanding Human Behaviour** Students will investigate the adolescent brain, sleep, emotions, stress, motivation and performance. **Assessment:** Lab Report	**Social Psychology and Applied Behaviour** Consciousness, attention, sleep, memory, learning, wellbeing. Students will investigate stereotypes, discrimination, conformity, the bystander effect, leadership and persuasion. **Assessment:** Research Report	**Forensic Psychology** Students will investigate criminality, psychopathy, lie detection, and the link between mental health and crime. **Assessment:** Exam

Year 11 & 12 (Recommended pre-requisite – B: QPS)

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Individual development **Topic 1:** The role of the Brain **Topic 2:** Cognitive development **Topic 3:** Consciousness, attention and sleep	**Individual Behaviour** **Topic 1:** Intelligence **Topic 2:** Diagnosis **Topic 3:** Psychological disorders and treatments **Topic 4:** Emotion and motivation	**Individual Thinking** **Topic 1:** Brain function **Topic 2:** Sensation and perception **Topic 3:** Memory **Topic 4:** Learning	**The influence of others** **Topic 1:** Social psychology **Topic 2:** Interpersonal processes **Topic 3:** Attitudes **Topic 4:** Cross-cultural psychology

QCAA GENERAL SUBJECT

SPECIALIST MATHEMATICS

REQUIREMENT: B in Year 9 Mathematics
CO-REQUISITE: Students choosing Specialist Mathematics must also select Mathematical Methods.

Rationale

Specialist Mathematics is an advanced subject designed for students with a strong interest in mathematics who wish to explore its depth and complexity with increasing levels of sophistication. This subject is intellectually stimulating and caters to students who enjoy tackling challenging mathematical problems and theories. It is essential for students pursuing careers in quantitative research or highly technical STEM fields such as engineering, physics, architecture, computer science, and mathematics itself, as it is often a prerequisite for competitive university courses.

In Years 11 and 12, Specialist Mathematics covers the domains of Algebra, Functions, Calculus, Trigonometry, Combinatorics, Proof, Vectors, Matrices, and Complex Numbers. These areas of study provide students with the tools to solve highly abstract and complex problems, as well as to model and interpret problems in advanced scientific and engineering contexts. The course enhances critical thinking, logical reasoning, and problem-solving abilities, enabling students to engage with mathematics at a higher level.

Specialist Mathematics is ideal for students who have a strong aptitude for mathematics and are committed to engaging with a rigorous and fast-paced curriculum. Although the subject requires independent study and a high level of dedication, students who study Specialist Mathematics will gain an appreciation for the true nature of mathematics, its beauty, and its power.

FUTURE PATHWAYS
Engineering-Civil, Electrical, Mechanical Mechatronic Aerospace industry
Information Technology- electronic and software design research and development.
Note: *Any student pursuing a degree with a basis in Maths, Medicine, engineering and/or Science will find the study of Specialist Mathematics beneficial.*

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
Topic 1: Number 1 - Classification **Topic 2:** Complex Numbers 1 – Introduction and operations **Topic 3:** Geometry 1- Proof **EXAM**	**Topic 1:** Vectors 1 – Introduction and operations **Topic 2:** Number 2 - Surds **Topic 3:** Matrices 1 – Introduction, operations and equations **EXAM**	**Topic 1:** Vectors 2 – Cartesian and Polar form **Topic 2:** Matrices 2 - Transformations **Topic 3:** Algebra 1 – Further expanding and factorising **PROJECT** **EXAM**	**Topic 1:** Complex Numbers 2 – Complex solutions **Topic 2:** Geometry 2 – Chord and circle theorems **Topic 3:** Algebra 2 – Algebraic fractions **EXAM**

YEAR 11 & 12

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Combinatorics, proof, vectors and matrices	**Complex numbers, further proof, trigonometry, functions and transformations**	**Further complex numbers, proof, vectors and matrices**	**Further calculus and statistical inference**
Topic 1: Combinatorics **Topic 2:** Introduction to proof **Topic 3:** Vectors in the plane **Topic 4:** Algebra of vectors in two dimensions **Topic 5:** Matrices	**Topic 1:** Complex numbers **Topic 2:** Complex arithmetic and algebra **Topic 3:** Circle and geometric proofs **Topic 4:** Trigonometry and functions **Topic 5:** Matrices and transformations	**Topic 1:** Further complex numbers **Topic 2:** Mathematical induction and trigonometric proofs **Topic 3:** Vectors in two and three dimensions **Topic 4:** Vector calculus **Topic 5:** Further matrices	**Topic 1:** Integration techniques **Topic 2:** Applications of integral calculus **Topic 3:** Rates of change and differential equations **Topic 4:** Modelling motion **Topic 5:** Statistical inference

QCAA GENERAL SUBJECT

VISUAL ART

REQUIREMENT (Pre-requisite): B in Year 9 Visual Art

Rationale

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience.
In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.
On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts.

FUTURE CAREER PATHWAYS

Artist
Art therapist
Art teacher
Graphic/Fashion/Interior/ Costume/web design
Game designer
Photographer
Animator
Cartoonist

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
Modernist Art In this unit students create and resolve an artwork that 'Deconstructs and Reconstructs' a photograph to demonstrate knowledge of Modern Art movements and technical skills. They document all process work and reflections in visual diaries and display resolved artworks to engage an audience. Students further demonstrate an understanding of the characteristics of Modern Art movements in a written exam. Modernist art describes the succession of art movements throughout history.	**Storytelling through Hybrid Art** In this unit students create and resolve a wire and paper sculpture that creatively explores the Hybrid theme. The artwork will include both 3D sculptural and 2D illustrative features. Students write a 50-word artist statement that engages a dialogue between audience and artwork.	**Artistic Investigation** In this unit, students experiment with processes of research, development, resolution and reflection to create individualised, informed responses to the theme of tension through 2D and 3D artforms including tonal drawing, painting, clay sculpture, collage and installation. Students develop their ideas by adapting, manipulating, deconstructing and reinventing techniques, styles and processes.	**Artistic Investigation** Students continue the investigation by designing and planning an individual student-directed conceptual resolved work in relation to the theme of tension. Students analyse and compare differing viewpoints in contemporary and past art forms starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and international artists.

YEAR 11 & 12

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Art as lens Teacher led Topic: creative inquiry in the 21st century Topic: generating solutions to visual problems Topic: objects used to create literal and non-literal meaning Topic: art as lens or viewpoint Topic: what is a lens? Topic: personal and contemporary context **Assessment:** Investigation: inquiry phase Folio of artworks and research Examination	**Art as code** Teacher led Topic: art as coded visual language Topic: how do artists use codes to communicate meaning Topic: semiotics in visual art Topic: meaning makers **Assessment:** Project: inquiry phase Resolved Artwork/s Artist statement/s Supporting evidence	**Art as knowledge** Student focus Topic: constructing knowledge as artist and audience Topic: research, reflect, develop ideas based on student focus Topic: authentic experience Topic: developing a focus **Assessment:** Investigation: inquiry phase (20%) Written research report Project: inquiry phase 25%) Resolved Artwork/s Artist statement/s Supporting evidence	**Art as alternate** Student focus Topic: evolving alternate representations and meaning Topic: research, reflect, develop ideas based on student focus Topic: how do artists generate solutions to visual problems? Topic: strategies to improve creative thinking **Assessment:** Project: inquiry phase (30%) Resolved Artwork/s Artist statement/s Supporting evidence Examination (25%)

APPLIED SUBJECTS

Applied Subjects Overview

Each Applied subject consists of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4.

Unit 1 and 2

Units 1 and 2 of the courses are designed to allow students to begin their engagement with the course content, that is, the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

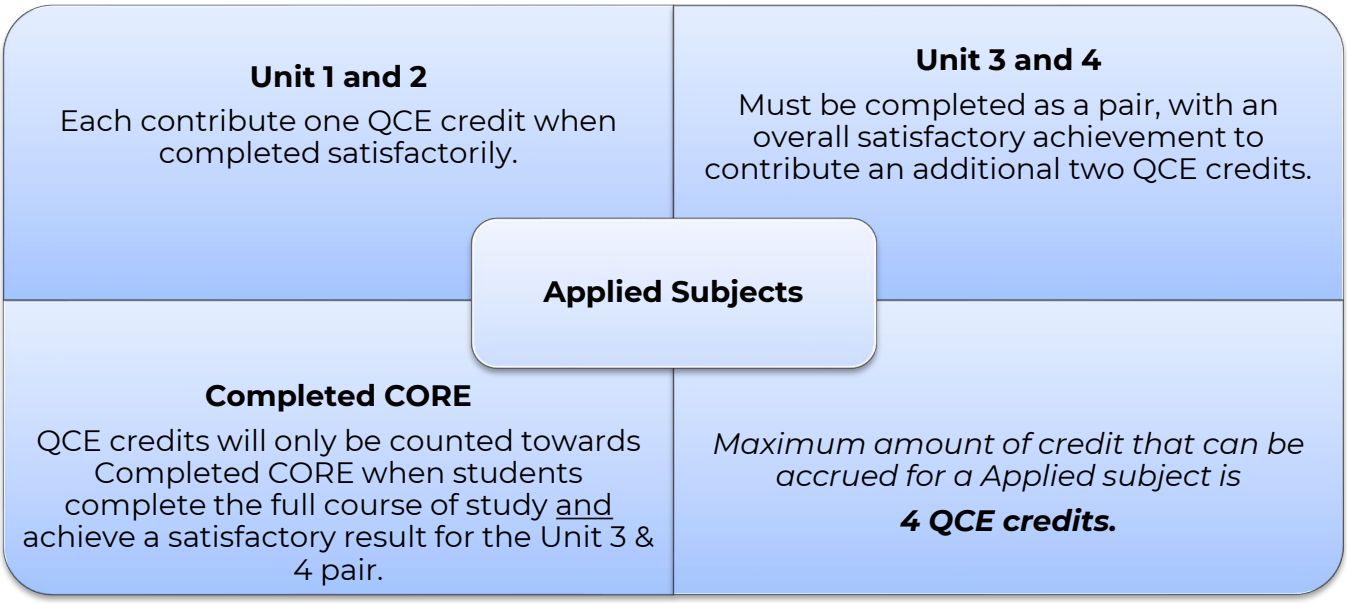
Unit 3 and 4

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation. A course of study for Applied syllabuses includes core topics and elective areas for study.

Applied syllabuses use four summative internal assessments from Units 3 and 4 to determine a student's exit result. Applied syllabuses do not use external assessment.

For Essential English and Essential Mathematics, students complete a total of four summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop three of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

Credit towards QCE attainment



QCAA APPLIED SUBJECT

BUSINESS STUDIES

REQUIREMENT: None

Rationale

The subject Business Studies provides opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts. The business sector is estimated to employ over 2 million Australians and is growing at the rate of approximately 5% per year. Exciting and challenging career opportunities exist in the business sector across a range of business contexts.

In a course of study, students develop their business knowledge and understanding through applying business practices and business functions in business contexts (e.g. entertainment, mining, retail, rural, travel, events management). Students will analyse business information and will have opportunities to propose and implement outcomes and solutions in business contexts. Students develop effective decision-making skills and learn how to plan, implement and evaluate business outcomes and solutions, resulting in improved economic, consumer and financial literacy.

FUTURE CAREER PATHWAYS

Office administration
Data entry
Retail
Sales
Reception
Small Business
Financial administration
Public relations
Property management
Events administration

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
Customer Service: How businesses build customer relationships to improve their business. **Assessment:** Extended Response	**Entrepreneurship**: How to innovate using the design thinking process to develop a profitable business. **Assessment:** Project	**Managing Money**: Develop essential financial management skills for personal and business success. **Assessment:** Extended Response	**Event Management:** How to effectively plan, organise and execute events. **Assessment:** Project

YEAR 11 & 12

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Working in administration Administrative knowledge and support successful operation of a business	**Working in finance** K&U and skills needed to support financial functions of a business	**Working in marketing** How businesses use marketing to influence customers' behaviours	**Entrepreneurship** How businesses can create and produce new innovative ways to disrupt existing markets, start new businesses or launch a new product

QCAA APPLIED SUBJECT

ESSENTIAL ENGLISH

REQUIREMENT: None

Rationale

English is the national language of Australia and, as such, is central to the lives, learning and development of all young Australians. Through the study of English, individuals learn to analyse, understand, communicate and build relationships with others and the world around them. It helps create confident communicators, imaginative and critical thinkers, and informed citizens.

In Essential English, students will develop and refine their understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts.

Essential English allows students to examine a range of texts to understand, accept, create or challenge perspectives, through listening, speaking, reading, viewing, designing and writing. Students have opportunities to engage with language and texts through a range of teaching and learning experiences.

FUTURE CAREER PATHWAYS

Business Communications
All service industries
Essential English develops the fundamental skills required for success in most careers

Essential English helps students develop valuable skills important for a variety of vocations and contexts after school, particularly communication; effective reading, language and literacy; and broader 21st century skills, such as critical and creative thinking, collaboration and teamwork, cultural awareness and global citizenship, and digital/media literacy.

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
Speaking Out: Students examine contemporary social issues such as (but not limited to) social media affects, body image, binge drinking and addiction, and respond in imaginative podcast context.	**The Human Experience:** Students explore diverse perspectives, cultural assumptions and stereotypes within texts to construct a persuasive proposal.	**Personal Identity, Development, and Workplace Readiness:** Students are to examine and reflect on their individual skills, experiences, and personal growth in series of blog entries.	**The Work Environment:** Students explore a range of texts relating to the work environment to create multimodal response on a desirable career.

YEAR 11 & 12

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Language that works Students create texts and understand how to interact with texts in a work-orientated context. They learn to respond to job applications and plan for future career options. Students then examine the tourism industry both local and international and learn how to communicate effectively and appropriately with service providers.	**Texts and human experiences** Students explore a range of real-life and fictional people who have contributed positively to their community. They then choose a role model of their own and research the positive impact this person has had on others. They then view a range of films which focus on these role models and discuss how the films portray these people using a variety of techniques.	**Language that influences** Students examine how current social issues such as (but not limited to) climate change, racism, youth unemployment, poverty and bullying are portrayed in the media. They choose an issue of interest to them and undertake wider reading and research about the topic.	**Representations and popular culture texts** Students examine the rise of social media and 'influencers' and how they are changing the way society behaves as consumers – for better and for worse. They will then explore films and mockumentaries in class and interpret how different Australian social groups are represented in each of these texts.

QCAA APPLIED SUBJECT

ESSENTIAL MATHEMATICS

REQUIREMENT: None

Rationale

Essential Mathematics is an applied subject designed to equip students with the mathematical skills necessary for solving problems in everyday life. The course emphasises practical applications, particularly in financial mathematics and measurement, helping students develop numeracy through real-life contexts. Students learn to interpret information, think critically, and apply mathematics to make informed decisions, supporting both personal independence and future employability.

In Years 11 and 12, Essential Mathematics covers the domains of Number, Data, Location and Time, Measurement, and Finance. The subject focuses on building a strong conceptual understanding of everyday mathematics through the recognition and application of mathematical facts, procedures, and strategies. Students are assessed on their ability to select and apply appropriate mathematical processes in both simple and complex situations.
Essential Mathematics is best suited to students who have found traditional algebra and abstract mathematical reasoning challenging, and who prefer to engage with mathematics in practical, real-world contexts.

FUTURE CAREER PATHWAYS

Cashier
Gaming worker
Hospitality
Automotive Industry
Trades and Apprenticeships

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
Topic 1: Measurement – perimeter, area, volume and capacity	**Topic 1:** Number - decimals, fractions, percentages, rates and ratios	**Topic 1:** Probability – theoretical and experimental, two-way tables, Venn and tree diagrams	**Topic 1:** Statistics 2 –types and representations of data
Topic 2: Trigonometry – angle relationships, elevation & depression	**Topic 2:** Financial mathematics – interest rates and salaries	**Topic 2:** Statistics 1 – measures of central tendency and spread	**Topic 2:** Graphs – scatterplots and lines of best fit
EXAM	**PROJECT**	**EXAM**	**EXAM**

YEAR 11 & 12

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Number, data and money	**Data and travel**	**Measurement, scales and chance**	**Graphs, data and loans**
Topic 1: Number	**Topic 1:** Data collection	**Topic 1:** Measurement	**Topic 1:** Bivariate graphs
Topic 2: Representing data	**Topic 2:** Graphs	**Topic 2:** Scales, plans and models	**Topic 2:** Summarising and comparing data
Topic 3: Managing money	**Topic 3:** Time and motion	**Topic 3:** Probability and relative frequencies	**Topic 3:** Loans and compound interest

QCAA APPLIED SUBJECT

HOSPITALITY PRACTICES

REQUIREMENT: None

Rationale

The hospitality sector is vital economically and socially in Australia, serving as a major job provider. Hospitality presents varied and long-term career prospects, utilising transferable skills applicable across industries and locations. This learning area focuses on practical learning, preparing students for real-world challenges and fostering adaptable professionals. Applied Hospitality tasks nurture essential 21st century skill for future employment.

FUTURE CAREER PATHWAYS

Catering
Hospitality
Hotel, event and tourism management
Accommodation and entertainment

The year 10 hospitality course is designed to support students to gain practical cooking skills, operational skills and food knowledge essential for those students who will be completing Hospitality Practices in years 11 and 12. This course is also beneficial for those students wanting to further engage their passion for cooking or develop more life skills in this practical area. The course will provide students with a variety of intellectual, technical, operational and workplace skills. There is a strong focus on practical cookery skills, technical knowledge, food sustainability and emerging global trends and movements.

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
Kitchen safety and designing a product to suit a design brief **Assessment: Project** Students will investigate, design, produce and evaluate a **crumble-style cookie** in response to a design brief	Meaty Ideas – preparation, storing, cooking, sustainability and indigenous sources **Assessment: Project** Students will investigate, design, produce and evaluate a **meat pie** in response to a design brief.	Baking basics – Function of ingredients, aeration techniques **Assessment: Project** Students will investigate, design, produce and evaluate **cupcakes** in response to a design brief.	Perfect Pasta – shapes and sauces **Assessment: Project** Students will investigate, design, produce, trial and evaluate a **filled pasta menu item** in response to a design brief.

YEAR 11 & 12

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Bar and Barista Basics **FIA1 – Bar Snack (Menu Item) – Loaded Fries** Students interpret a design brief and produce and present a menu item. **FIA2 – Drinks Stall (Event)** **Fruit Based Drink** Students research and develop a fruit-based drink before planning an event where their menu item is sold to college students and staff.	**Culinary Trends** **FIA3 – Connect to Country Native High Tea Grazing Box (Event)** Students produce and present a grazing box containing scones with toppings which hero Indigenous Australian ingredients. The grazing box will be gifted to staff, friends or family.	**Casual Dining** **IA1 – Festival Food and Dining (Menu Item)** Students develop a flat bread and meatball menu item which meets the design brief set by a food truck business. The menu item will incorporate ingredients and flavour profiles from other cultures. **IA2 – Burger Bar (Event)** Students develop a new burger recipe and plan an event where their burgers are sold to students and staff.	**Inhouse Dining** **IA3 – Slow Sustainable Pizza (Event)** Students create a pizza recipe with a focus on reducing food waste. They will plan a pizza restaurant event where students and staff will sit down and enjoy their creations. **IA4 – Noodle Box (Menu Item)** After research and development students will present a Dandan style noodle box menu item.

QCAA APPLIED SUBJECT

INDUSTRIAL GRAPHICS SKILLS

REQUIREMENT: None

Rationale

Industrial Graphics Skills includes the study of drafting industry practices and production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by drafting enterprises to manage production processes and the associated manufacture or construction of products from raw materials.

Production processes include the drafting skills and procedures required to produce industry-specific technical drawings and graphical representations. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise.

FUTURE CAREER PATHWAYS

Draftsperson
Engineer
Construction Industry
Architect
Surveyor
Industrial/Interior designer
Town Planner

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
Computer-aided drafting -Modelling In this unit, students explore drafting in the specialist area of computer-aided drafting – modelling (CAD modelling). **Assessment:** 1. Practical Demonstration 2. Project	**Drafting for residential building** In this unit, students explore drafting in the specialist area of residential building. They use knowledge of drafting industry practices and production processes to produce sketches, working drawings and 3D representations that enable the construction of domestic residential houses. **Assessment:** 1. Practical Demonstration 2. Project	**Computer-aided manufacturing drafting** In this unit, students explore drafting in the specialist area of computer-aided manufacturing (CAM). Students will demonstrate CAM equipment set up and operation skills and procedures. **Assessment:** 1. Practical Demonstration 2. Project	**Graphics for the construction industry** In this unit, students explore drafting in the industry area of construction. They use knowledge of drafting industry practices and production processes to produce sketches, working drawings and pictorial representations of civil works and commercial construction. **Assessment:** 1. Practical Demonstration 2. Project

YEAR 11 & 12

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Computer-aided drafting -Modelling In this unit, students explore drafting in the specialist area of computer-aided drafting – modelling (CAD modelling). **Assessment:** 1. Practical Demonstration 2. Project	**Drafting for residential building** In this unit, students explore drafting in the specialist area of residential building. They use knowledge of drafting industry practices and production processes to produce sketches, working drawings and 3D representations that enable the construction of domestic residential houses, extensions and renovations. **Assessment:** 1. Practical Demonstration 2. Project	**Drafting for the Engineering Industry** In this unit, students identify and demonstrate fundamental industry skills in drafting tasks within Solid Edge. Students chose knowledge and skills to complete industry-specific drafting tasks relating to sheet metal development processes. **Assessment:** 1. Practical Demonstration 2. Project	**Graphics for the construction industry** In this unit, students explore drafting in the industry area of construction. They gain knowledge of drafting industry practices and production processes to produce sketches, working drawings and pictorial representations of civil works and commercial construction. **Assessment:** 1. Practical Demonstration 2. Project

QCAA APPLIED SUBJECT

INDUSTRIAL TECHNOLOGY SKILLS

REQUIREMENT: None

Rationale

Industrial Technology Skills includes the study of industry practices and production processes through students' applications in and through trade learning contexts in a range of industrial sector industries, including Furniture making, Computer Aided Drawing and Sheet Metalwork.

Most of the learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

The Year 10 Industrial Technology Skills course is designed to support students in developing practical and technical skills relevant to manufacturing, construction, and design industries.

FUTURE CAREER PATHWAYS

This course will help students interested in TAFE courses
Construction
Carpentry
Furniture making
Cabinet making
Computer aided drafting
Sheet Metalworking

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
Timber Fabrication Topic 1: Toy Plane Manufacture of a single-material product and reflection on industry practices, production skills and procedures. **Assessment:** Practical Demonstration	**Multi-material Manufacturing** Topic 2: Night Light Manufacture of a multi-material product and reflection on industry practices, production skills and procedures. **Assessment:** 1. Practical Demonstration 2. Project	**Electronics** Topic 3: Speaker Dock (electronics/amplifier) Production of an amplifier/circuit board and documentation of the manufacturing process. **Assessment:** Project	**Furnishing Skills** Topic 4: Speaker Dock (speaker enclosure Manufacture of a multi-material product and documentation of the manufacturing process. **Assessment:** Project

YEAR 11 & 12

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Furnishing Skills **Elective:** Furniture Making Topic 1: **Grazing Board** Manufacture of a single-material furniture product and reflection on industry practices, production skills and procedures. **Practical Demonstration** Topic 2: **Accessories Tray** Manufacture of a multi-material furniture product and document industry practices, production skills and procedures **Project**	**Industrial Graphics** **Elective:** Graphics for the Furnishing Industry Topic 3: **Bespoke Desk** Draft furnishing industry drawings and document the drafting process in response to provided client brief and technical information. **Project**	**Furnishing Skills** **Elective:** Cabinet Making Topic 4: **Valet Box** Manufacture of a cabinet product and reflection on industry practices, production skills and procedures. **Practical Demonstration** Topic 5: **Wall/Bench-top Cabinet** Manufacture of a cabinet product and document industry practices, production skills and procedures. **Project**	**Sheet Metalworking Skills** **Elective:** Sheet Metalworking Topic 6: **Carry-All** Manufacture of a sheet metal product and reflection on practices, production skills and procedures. **Practical Demonstration** Topic 7: **Toolbox** Manufacture of a sheet metal product that consists of multiple interconnected components and document the industry practices, production skills and procedures. **Project**

QCAA APPLIED SUBJECT

SCIENCE IN PRACTICE

REQUIREMENT : None

Rationale

Science in Practice throughout years 10-12 provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Learning in Science in Practice involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

Science in Practice students apply scientific knowledge and skills in situations to produce practical outcomes. It is a practical subject with experiments, excursions and hands-on investigations. These activities engage students as well as develop a deeper understanding of the nature of science and problem-solving skills.

FUTURE CAREER PATHWAYS

Animal welfare
Food technology
Health
The Pharmaceutical Industry
Recreation and tourism
Research, and the resources sector
Teacher

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
EVOLUTION Student will explore the role of genetic evidence in supporting the theory of evolution by natural selection and consider how scientific ideas are tested and refined through research. The unit connects biological concepts to real-world applications, with a focus on developing practical skills and scientific thinking. **Assessment: Applied Investigation**	**EVERYDAY REACTIONS** Student will learn how different reactants and conditions can change the outcome of a reaction through hands-on investigations. The unit focuses on building practical chemistry skills and understanding real-world chemical processes. **Assessment: Lab Report**	**ECOLOGY** Students will explore different types of ecosystems and the factors that influence them and understand the flow of matter, energy and water through a system **Assessment: Practical Project**	**TRANSPORT** Students will investigate different types of and the movement of energy, the laws of motion influencing vehicle design and safety features **Assessment: Exam**

YEAR 11 & 12 Recommended Pre-requisite: C in Year 10 Science (QBI, QCH, QPH, QPS or QSI)

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Option C: FORENSIC SCIENCE Students explore scientific processes used in the field of forensic science and execute relevant procedures, such as fingerprinting, casting and blood typing. Students collect, preserve and analyse evidence. They develop skills in observation, planning, data collection and data analysis of simulated crime scenes.	**Option E: SUSTAINABILITY** Students explore the concepts of energy, resources consumption and sustainability. Students plan and investigate processes for reducing their communities' impacts on the environment at a local, national and global levels and analyse data to highlight the sustainable practices.	**Option A: CONSUMER SCIENCE** Students develop an understanding of the role and impact of biology and chemistry in the development, use and disposal of products. They learn about microbes in food, including types of microorganisms and the environmental conditions that affect their growth. They plan modifications of environmental conditions to comment on the changes to food preservation and spoilage.	**Option D: DISEASE** Students explain why the numbers of people being diagnosed with diseases are increasing. They explore disease types and causes. Students learn that scientific advances can provide solutions to health and lifestyle challenges

QCAA APPLIED SUBJECT

SOCIAL AND COMMUNITY STUDIES

REQUIREMENT: None

Rationale

The subject Social and Community Studies deals with the skills students need to function efficiently, effectively and positively in current and future life roles. It encourages students to recognise that emotional and social wellbeing are significant to individuals, families, the community, and society as a whole. Students investigate a range of life skills through a variety of electives dealing with topics such as legal issues, personal economics, social issues within Australia and the globe, and the world of work.

Studying 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.

FUTURE CAREER PATHWAYS

Youth worker
Social worker
Events coordinator
Administrative assistant
Police Officer

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
Unit B: **Healthy Choice for Mind and Body** (leisure and recreation) **Assessment:** Project	**Unit B:** **Healthy Choice for Mind and Body** (food and nutrition) **Assessment:** Investigation	**Unit F:** **Arts and Identity** (individual focus) **Assessment:** Investigation	**Unit F:** **Arts and Identity** (community focus) **Assessment:** Project

YEAR 11 & 12

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Unit D: Legal and Digital Citizenship *Civil and criminal law *Digital laws *Legal aid *Legal issues in Qld	**Unit E:** Australia and it's place in the world *Australia's role in international community *Foreign aid and environmental protection	**Unit A:** Lifestyle and Financial Choices *Budgeting *Saving *Over-consumption	**Unit C:** Relationships and Work Environments *21st century skills *Moving into the world of work *Community projects and charity work

QCAA APPLIED SUBJECT

SPORT AND RECREATION

REQUIREMENT: None

Rationale

Sport and recreation are central to Australian culture, contributing to national identity, community connection, and individual wellbeing. As growth industries, they offer both meaningful leisure opportunities and potential career pathways.

This subject provides students with practical experience in diverse areas such as competitive and social sport, aquatic and community recreation, fitness, and outdoor pursuits. Through active participation, students explore values like teamwork, leadership, and responsibility, while developing knowledge of the health, social, and economic benefits of sport and recreation.

Students will also gain insight into the broader role of sport in society and explore skills relevant to employment and further study in related sectors. The course encourages lifelong physical activity habits and supports personal development through planning, organisation, and reflection.

FUTURE CAREER PATHWAYS

Personal trainer
Sports coach
Education
Sports event manager
Sports marketing
Fitness
Outdoor recreation
Sports administration
Community health and recreation

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
Play for Life: Sport, Health, and Community in Action Explore community health, fitness, and Australia's physical activity trends through games, activities, and local programs. Develop movement skills across sport categories while designing initiatives to enhance community wellbeing. **Assessment:** Project	**Well-being through movement** Unit explores body systems, well-being and performance in physical activity. Students develop resilience, motivation and growth mindset strategies, to enhance health and performance. Students plan and perform a personal well-being activity. **Assessment:** Performance	**Game Plan: Building Teams and Sporting Leaders** Explore roles, responsibilities, and participation patterns in Australian sport through team building and Flag Football. Develop coaching and leadership skills through practical sessions and group project presentations. **Assessment:** Project	**Next Gen Play: Icons, Innovation and Inclusion** Explore famous Australians and emerging trends in sport, fitness, and recreation to boost participation. Design, modify, and manage engaging college events that promote inclusive and active lifestyles. **Assessment:** Performance

YEAR 11 & 12

TERM 1	TERM 2	TERM 3	TERM 4
Optimising Performance In this unit, students plan to optimise their own or others' performance and implement strategies to enhance specific outcomes. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves or a specific target group	**Event Management** In this unit, students plan events and implement strategies to enhance participation outcomes for target groups. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves and a specific target group.	**Coaching and Officiating** In this unit, students plan and implement strategies to enhance outcomes for themselves or a specific target group. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves or a specific target group.	**Fitness for Sport and Recreation** In this unit, students plan fitness and training sessions and implement strategies to enhance specific outcomes for target groups. They evaluate the effectiveness of their strategies and justify recommendations to enhance specific outcomes for themselves or a specific target group.

QCAA APPLIED SUBJECT

VISUAL ARTS IN PRACTICE

REQUIREMENT: None

Rationale

In Year 10 Visual Arts in Practice, you'll get to work on real-world art projects and art projects with personal meaning. You'll also look at how professional artists and designers work and get to test your own ideas by creating prototypes and gathering feedback. This subject helps you develop your own creative style and gives you real experience working like an artist or artisan. You will also experience creating artworks for clients — like people in your school or local community. You'll learn how to talk to clients, come up with ideas, plan your designs, and make artworks that meet their needs. Along the way, you'll experiment with different materials and techniques and learn how artists use visual language to communicate messages.

If you select Visual Arts in Practice in Year 11 and 12, this subject will prepare you for future study. In the senior years, you'll take your skills further by working on more advanced projects, exploring art careers, and creating work that could be used in exhibitions, portfolios, or even for clients outside of school. This is a great subject if you enjoy being creative, want to make art with purpose, and are interested in how art connects to the real world.

FUTURE CAREER PATHWAYS

Artist
Illustrator
Graphic/Fashion/interior/ costume/web design
Event management
Photographer
Animator
Creative Industries

YEAR 10

TERM 1	TERM 2	TERM 3	TERM 4
Clients Students will explore body art design as a professional creative practice, investigating in historical, cultural, and contemporary significance-from traditional cultural markings to innovative expressions in fashion and advertising. Working from a simulated client brief, students will develop and refine a design proposal for a body art commission, responding thoughtfully to client needs. They will create annotated prototypes and evaluate their designs.	**Clients** Students will enhance their skills in a variety of media, technologies, and planning to produce a fully resolved body art design, applying advanced media and techniques to bring their proposal to life. Throughout the unit, emphasis is placed on problem-solving, effective client communication, and critical reflection, preparing students for the dynamic demands of the creative industry.	**Looking inwards** Students will explore the relationship between architecture, childhood nostalgia, and their own identity. Students will investigate how artists use 2D mediums, including photography, digital and drawing to communicate personal meaning and evoke emotional responses. Students will design a concept and use rapid prototyping techniques to test and refine their designs.	**Looking inwards** Students develop their prototypes into fully resolved artworks using 3D modelling and sculptural techniques. Throughout the unit, students will reflect on their creative choices, deepening their understanding of how art can express personal and social narratives.

YEAR 11 & 12

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Looking outwards (others) Students focus on community and social issues, preparing works for Surface Festival and the local school community. They develop skills in large scale artworks, spatial relationships and audience engagement to communicate a message with impact.	**Looking inwards (self)** Students engage in an experimental folio of introspection and portraiture that investigates personal identity, memory and self-expression through diverse media and techniques. This unit encourages creative risk-taking and reflective practice to develop a strong individual artistic voice.	**Client** Students respond to authentic client briefs, stimulating professional practice by designing and producing prototypes and resolved artworks. This unit sharpens skills in research, conceptual development, technical execution and client communication.	**Transform and extend** In the final semester, students refine and extend their artistic practice, transforming ideas and techniques to create innovative and sophisticated artworks that demonstrate mastery and personal style, culminating their learning journey.

VOCATIONAL EDUCATION AND TRAINING (VET)

VET Overview

Studying a Vocational Education and Training (VET) qualification while at school offers several key benefits. It allows students to gain practical, hands-on skills that are directly applicable to specific careers, providing them with valuable experience that can set them apart in the job market. By pursuing a VET qualification, students can explore and pursue their career interests early, helping them determine a clear career pathway. This early exposure to the workforce can also increase employability, as students graduate with both academic knowledge and industry-relevant skills.

VETiS* Funding
Vocational Education and Training in Schools (VETiS) is delivery of nationally recognised qualifications to school students. VETiS funding refers to the financial assistance provided by the Department of Trade, Employment and Training to support vocational education and training for secondary school students. The VETiS program covers training fees for VET courses that are aligned to jobs and skills in demand. Students can only use their VETiS funding for one approved qualification while at school. VET qualifications that are not funded by VETiS, may be offered through a Fee for Service (FFS**) arrangement.

Unique Student Identifier (USI)
As part of the enrolment process into any VET Course students will need to provide their Unique Student Identifier (USI). Go to www.usi.gov.au for more information or to create a USI.

Credit towards QCE attainment

Credit accrued towards QCE attainment varies between Certificate levels and courses. QCE credits will only be counted towards Completed CORE for completed Certificate II, III, and IV qualifications. VET will receive QCE credits on completion (100%) of course (Cert I = 2/3 points, Cert II = 4 Points, Cert III = 5-8 credits, or, at 25%, 50% and 75% of course completion. **Failure to complete all assessments / competencies in a certificate course may affect a student's capacity to earn a QCE.**

Grading and Assessment

VET courses involve competency-based assessment that combines **theory** and **practical** work. Students are not graded in the same manner as General and Applied subjects but assessed as either competent or not competent.

There are limited opportunities for resubmission of assessment within strict guidelines. Students may be charged an additional fee for multiple failed attempts or failure to submit assessment by the due date. Students must be prepared to complete mandatory learning and assessment, meet deadlines, work independently and, at times, online. **There are no special provisions available in VET courses. Regular attendance is vital.**

IMPORTANT VET INFORMATION – please read

- A student may access only ONE VETiS funded course whilst at school. Eligibility requirements apply. For further information refer to: https://desbt.qld.gov.au/training/providers/funded/vetis .
- School-based Traineeships / Apprenticeships [SATs] are available to students in the Vocational Major pathway only, if deemed appropriate, and in addition to a VETiS funded course.
- Students are eligible for only ONE off campus release day [qualification or SAT] at a time.
- Students successfully achieving all qualification requirements will receive a Qualification and Statement of Results.
- Students who achieve at least one unit (but not the whole qualification) will receive a Statement of Attainment, indicating units in which they have achieved competency.
- Students who enrol late may receive only a Statement of Attainment.
- All Certificate and Diploma courses are offered on the understanding that they are subject to minimum numbers, timely completion of all enrolment documentation and, if required, fee payments.
- If enrolments are not completed or fees (if required) paid by deadlines students will be removed from certificate courses and allocated subject-based alternatives. Their preferred subjects, however, may not be available.
- The RTO guarantees that the student will be provided with every opportunity to complete the certificate as outlined in the enrolment process provided at commencement of study.
- Enrolment must be completed within specified deadlines and all supporting ID documentation provided to secure a place on any course.
- **RTOs are independent training providers. Course provision is at their discretion, is offered in negotiation with the school, and may be subject to change**.
- **Fees (including Fee for service **FFS) are subject to change at the RTO's discretion.**
- Post enrolment fee refunds are usually offered only at the RTO's discretion. Please refer to relevant enrolment information.
- School-based traineeships are publicly competitive job applications and are advertised to students as they become available in industry. The school does not supply the opportunities but will support students through the application, interview and completion processes. The school must approve every SAT.

Funding Key

* VETiS	Vocational Education and Training in School Program: Government funded Cert II / students can access only ONE VETiS funded course across Years 10-12.
** FFS	Fee for Service or User Pays [parents pay a fee]
*** SAT	School-based Apprenticeship or Traineeship (funded by government scheme)

CAREER PASSPORT - FSK20119 CERTIFICATE II IN SKILLS FOR WORK AND VOCATIONAL PATHWAYS + FNS20120 CERTIFICATE II IN FINANCIAL SERVICES

National Recognised Certificate II qualifications

Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

- ***This course is a good choice as a Year 10 2nd preference subject when students are planning to study one of our On Campus Cert III, Cert IV or Diploma courses that commence in year 11.***
- ***OR students on a Vocational Major Pathway planning on enrolling in off campus VET in year 11***

RTO:	Eagleby Learning Centre
COST:	$150 FFS**
PREREQUISITES:	N/A
DELIVERY:	This course is delivered on campus by a qualified teacher and includes three face-to-face lessons per week. The Career Passport program may be completed over a **2 semesters**, commencing **Term 1 of Year 10**. Upon completion of the program, students will transition into an alternative senior pathway subject or qualification for Year 11 and 12.
ASSESSMENT:	Assessment includes short and extended written responses along with practical assessments. Failure to complete all assessments / competencies in a certificate course may affect a student's capacity to earn a QCE
QCE:	**Up to 8 QCE credits** when all units of competency are completed and there is no duplication of learning.
ATAR:	This course does not contribute to an ATAR calculation.
APPLICATION:	Nominate at SET Planning on your Subject and Pathway Selection form. Alternatively, through our Head of Senior School in a timely manner. A USI number must be created at www.usi.gov.au, using the student's full legal name.

POSSIBLE PATHWAY AND JOB OUTCOMES

This combined qualification prepares students for the workforce by developing practical employability skills alongside foundational knowledge of the financial services industry. Students build confidence in communication, teamwork, organisation, problem-solving, and workplace expectations, while gaining skills in areas such as budgeting, banking, and customer service.

The course is ideal for students seeking a pathway into employment, traineeships, or further vocational study. Students participate in practical learning experiences **designed to support workplace readiness and career exploration.**

Students may participate in:

- Resume and cover letter writing
- Mock interviews and interview preparation
- Industry guest speakers and networking opportunities
- Excursions to businesses and workplaces
- Career planning and pathway exploration
- Teamwork and employability skill development

Possible pathways and job outcomes:

- Customer service assistant
- Retail team member
- Bank or credit union support officer
- Administrative assistant, Reception or office support roles
- Traineeships in business or financial services
- Further study in business, accounting, finance, or administration

HLT23221 CERTIFICATE II IN HEALTH SUPPORT SERVICES + HLT37315 CERTIFICATE III IN HEALTH ADMINISTRATION

National recognised Certificate II and III qualification.

Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This is a 12-month commitment, and the course is facilitated by an external provider at Varsity College.

RTO:	RTO 30798 The College of Health and Fitness (TCOHAF)
COST:	Free if utilising VETiS. Approximately $598 FFS**
PREREQUISITES:	strong organisational skills and an independent work ethic.
DELIVERY:	This course is delivered over **2 semesters** at school within the normal timetable by a qualified RTO Trainer, **beginning Term 1 Year 11.** A 2nd preference subject will be studied in Year 10 as a placeholder. Students have up to three face-to-face trainer sessions per week. Irregular attendance may adversely affect student outcomes.
ASSESSMENT:	Assessment includes short and extended written responses along with practical assessments. Submission deadlines are strict with limited opportunity for resubmission. Penalties apply for students who are not competent after three submission attempts. Failure to complete all assessments / competencies in a certificate course may affect a student's capacity to earn a QCE.
QCE:	**Up to 8 QCE credits** when all units of competency are completed and there is no duplication of learning.
ATAR & University Entry:	This course may contribute to an ATAR calculation. Students may also be eligible for direct entry into some university degrees.
APPLICATION:	Nominate at SET Planning on your Subject and Pathway Selection form. Alternatively, through our Head of Senior School in a timely manner. A USI number must be created at www.usi.gov.au, using the student's full legal name.

POSSIBLE PATHWAY AND JOB OUTCOMES

This qualification provides students with the **skills and knowledge to support healthcare professionals in a variety of settings**. Students gain hands-on experience in areas such as patient care, infection control, and workplace health and safety.

It is a strong pathway for those interested in the health industry and can lead directly into further study or entry-level roles.

- Medical Administration or Reception
- Hospital orderly or wards person
- Aged care support worker
- Disability support worker
- Further study in nursing (e.g. Diploma of Nursing)
- Allied health pathways

10971NAT - CERTIFICATE IV IN JUSTICE STUDIES

National recognised Certificate IV qualification.

Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment

RTO:	RTO 40789 Professional Investigators College of Australasia (PICA)
COST:	$750 FFS** (up-front fee to be paid in one instalment directly to RTO)
PREREQUISITES:	C in Year 10 English; strong organisational skills and an independent work ethic.
DELIVERY:	This course is delivered over **2 semesters** at school within the normal timetable by a qualified Varsity teacher, **beginning Term 1 Year 11.** A 2nd preference subject will be studied in Year 10 as a placeholder. Students have up to three face-to-face lessons per week. Irregular attendance may adversely affect student outcomes. Mandatory workshops with industry professionals – organised court visit (transport cost involved) Note: these must be attended. Online theory completion, including short and extended written / spoken responses. Students should be organised and able to manage submissions online, meeting all submission and re-submission deadlines and requirements Fast paced intensive delivery.
ASSESSMENT:	Written projects, Online tests, Observation of skills, Spoken and written questions
QCE:	**Up to 8 QCE credits** when all units of competency are completed successfully
ATAR & University Entry:	This course may contribute to an ATAR calculation. Students may also be eligible for direct entry into some university degrees.
APPLICATION:	Nominate at SET Planning on your Subject and Pathway Selection form. Alternatively, through our Head of Senior School in a timely manner. A USI number must be created at www.usi.gov.au, using the student's full legal name.

POSSIBLE PATHWAY AND JOB OUTCOMES

The Certificate IV in Justice Studies is designed by justice professionals for people who would like to achieve **employment in the criminal justice system** and wish to develop a deeper understanding of the justice system. The Certificate IV in Justice Studies course is designed to provide students with a broad understanding of the justice system and develop the personal skills and knowledge which underpin employment in the justice system.

This course **introduces students to the Australian legal and justice systems, developing skills in communication, research, and critical thinking**. It is well-suited to students interested in law, policing, criminology, or public service, and provides a strong academic pathway to tertiary study.

- Police service pathways
- Correctional services officer
- Security officer
- Legal administration assistant
- Further study in criminology, law, or justice
- University pathway programs (e.g. justice or policing degrees)

SIS20321 - CERTIFICATE II IN SPORT COACHING + SIS50321 DIPLOMA OF SPORT

National recognised Certificate II and/or Diploma qualification.

Nationally Recognised Training

Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

RTO:	RTO: 32155 CRICOS 03804F *Fit Education*
COST:	$1500 if utilising VETiS*, or $2320 FFS** (Deposit: $. Payment Plan Available: $/month on application to RTO)
PREREQUISITES:	C in Year 10 English; strong organisational skills and an independent work ethic.
DELIVERY:	This course is delivered over **3 semesters** at school within the normal timetable by a qualified RTO Trainer, **beginning Term 1 Year 11.** A 2nd preference subject will be studied in Year 10 as a placeholder. Students have up to three face-to-face trainer sessions per week. Irregular attendance may adversely affect student outcomes.
ASSESSMENT:	Assessment includes spoken presentations in front of others, short and extended written responses. Submission deadlines are strict with limited opportunity for resubmission. Penalties apply for students who are not competent after three submission attempts. Failure to complete all assessments / competencies in a certificate course may affect a student's capacity to earn a QCE.
QCE:	**Up to 8 QCE credits** when all units of competency are completed and there is no duplication of learning.
ATAR & University Entry:	This course may contribute to an ATAR calculation. Students may also be eligible for direct entry into some university degrees.
APPLICATION:	Nominate at SET Planning on your Subject and Pathway Selection form. Alternatively, through our Head of Senior School in a timely manner. A USI number must be created at www.usi.gov.au, using the student's full legal name.

POSSIBLE PATHWAY AND JOB OUTCOMES

This pathway is designed for students passionate about sport, coaching, and the fitness industry. Students develop **practical coaching skills, knowledge of sport science, and an understanding of athlete development and performance**. The Diploma extends these skills into **leadership, program development**, and the business side of sport.

Possible pathways and job outcomes:

- Sports coach or assistant coach
- Fitness instructor or personal trainer (with additional qualifications)
- Sport and recreation officer
- Community sport coordinator
- Direct entry into university sport or exercise science degrees
- Employment in gyms, clubs, and sporting organisations

BSB50120 - DIPLOMA OF BUSINESS

National recognised Diploma qualification.

Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

RTO:	32407 TOC Australia *This qualification will be delivered by *GeSS Education* on behalf of RTO under a third-party arrangement. *TOC Australia* will issue your qualification upon successful completion of the course.
COST:	$2350 FFS** (Deposit: $200. Payment Plan Available: $250/month on application to RTO)
PREREQUISITES:	C in Year 10 English; strong organisational skills and an independent work ethic.
DELIVERY:	This course is delivered over **3 semesters** at school within the normal timetable by a qualified RTO Trainer, **beginning Term 1 Year 11.** A 2nd preference subject will be studied in Year 10 as a placeholder. Students have up to three face-to-face trainer sessions per week. Irregular attendance may adversely affect student outcomes.
ASSESSMENT:	Assessment includes spoken presentations in front of others, short and extended written responses. Submission deadlines are strict with limited opportunity for resubmission. Penalties apply for students who are not competent after three submission attempts. Failure to complete all assessments / competencies in a Diploma course may affect a student's capacity to earn a QCE.
QCE:	**Up to 8 QCE credits** when all units of competency are completed and there is no duplication of learning.
ATAR & University Entry:	This course may contribute to an ATAR calculation. Students may also be eligible for direct entry into some university degrees.
APPLICATION:	Nominate at SET Planning on your Subject and Pathway Selection form. Alternatively, through our Head of Senior School in a timely manner. A USI number must be created at www.usi.gov.au, using the student's full legal name.

POSSIBLE PATHWAY AND JOB OUTCOMES

The Diploma of Business **equips students with practical skills in areas such as leadership, project management, marketing, and administration**. This Qualification provides a strong pathway into both the workforce and higher education. Students may be eligible for direct entry into university and can receive a selection rank for university admission, often with advanced standing or credit towards a business-related degree.

- Office administrator or executive assistant
- Team leader or supervisor
- Small business owner or entrepreneur
- Marketing or project support officer
- Direct entry into university business degrees
- Further study in business, management, or commerce

Certificate Courses Available Off Campus

1 day per week for Vocational Major Students

- School based Traineeship/Apprenticeship (SAT) ***
- External RTO (Registered Training Organisation) course offerings as approved by the school

There are several RTOs on the Gold Coast and Brisbane that offer qualifications Off Campus.
Please check these carefully to ascertain whether:

- the course is VETiS funded
- there is a fee for service
- you can easily travel to the venue
- you can commit to the course duration
- you can manage one day per week out of class and catch up on missed school work

Pre-requisites: demonstrated good behaviour, attitude, attendance, independence; able to provide own transport to and from study venue; provision of appropriate work wear, if not supplied

At SET PLAN ALL students must make a choice of SIX subjects as per the Varsity College Senior Pathway requirements.

Off Campus Study Qualifications

Frequently Asked Questions

What is Off Campus Study?

- An opportunity to complete a VET qualification offered outside school, usually on a day release basis. Some qualifications offer online options with designated workshop / practical days.

Where do I find out what is on offer?

- Look through this booklet; research online; check your emails regularly as new opportunities are advertised periodically throughout the year.

How do I apply?

- Different RTOs have different requirements: some are online; some are a paper document. All must be completed very carefully.
- **Students must make an appointment with our Industry Liaison Officer (ILO)**

What else is involved in the application?

- You MUST create a Unique Student Identifier, ready for any VET qualification application.
- Go to https://www.usi.gov.au
  Use an official Australian government issued document and your full legal name, not a preferred or alternative name to create your USI. Celebration birth certificates cannot be used, only your official certificate.
- You may need your LUI [Learner Unique identifier]. Find this on One School.
- **No USI, No application.**

What do these courses cost and how long do they go for?

- Some Certificate II level courses are free to you as the fees are paid by the Queensland government under the VETiS program. Only ONE VETiS course can be accessed in your senior years.
- Others have a fee to pay – Fee for Service courses [FFS**]
- Usually 3 terms to 6 terms, depending on the qualification. Check the flyers and websites.

Will my timetable be changed?

- This is decided on a case-by-case basis but, usually, no. It depends on your achievement, your QCE profile, your timetable, where you are in your senior programme and your workload.
- You must catch up on work missed when not at school. Teachers are not required to send you specific details of the work you have missed or offer catch up tutorials.
- Students who enrol in a timetabled Certificate course as one of their six subjects, may be eligible for a study class on completion of their course.

How do I get to the training provider venues?

- You have to make arrangements to do this: public or family member transport; Gold Coast Trade College provides a bus to and from Varsity Station.

Most popular RTOs and Courses

Off Campus

TAFE at Schools https://tafeqld.edu.au/courses/ways-to-study/tafe-at-school https://tafeqld.edu.au/courses/course-types/career-tasters	• Career Tasters • Certificate II in Retail Cosmetics • Certificate II in Salon Assistant • Certificate II in Cookery • Certificate II in Electrotechnology • Certificate II in Construction • Certificate II in Automotive Vocational
The Gold Coast Trades College https://peopleperformance.com.au/courses/high-school-programs/	• Certificate II in Electrotechnology • Certificate II in Construction • Certificate II in Automotive Vocational
The French Beauty Academy https://www.thefrenchbeautyacademy.edu.au/queensland-high-school-programs	• Certificate II in Retail Cosmetics
The Hair/Barber Academy https://thehairacademyaus.com.au/hairdressing-high-school-program https://thebarberacademy.com.au/high-school-program	• Certificate II in Salon Assistant

Online

GeSS https://www.gesseducation.edu.au/high-school-students/	• Certificate IV in Allied Health Assistance
Skills Generation https://skillsgeneration.com.au/	• Certificate II in Animal Care
The College of Health and Fitness https://cohaf.edu.au/	• Certificate II in Active Volunteering
Aurora Training Institute https://aurora.edu.au/programs/vocational-education-and-training-vet-in-schools/	• Certificate II in Community Services • Certificate II in Tourism
Fit Education https://fiteducation.edu.au/school-based-sport-fitness-courses/	• Certificate II in Sport and Recreation • Certificate II in Sport Coaching
REIQ https://www.reiq.com/training/certificate-iv	• Certificate IV in Real Estate

School-Based Apprenticeships and Traineeships [SAT***]

1 day per week for Vocational Major Students

Pre-requisites: demonstrated good behaviour, attitude, attendance, independence; able to provide own transport to and from workplace and/or training centre; provision of appropriate work wear.

Cost: SATs are funded by the state government.

At SET PLAN ALL students must make a choice of six subjects as per the VC Pathway requirements.
SATs are not to be included in the students six selected subjects. Timetable modifications will be addressed once a SAT is agreed and the probationary period has been completed.

Electrotechnology Apprenticeships: To be eligible for an Electrotechnology Apprenticeship, the student must have a passing grade in Semester 1 and Semester 2 of Year 10 in English, Maths, and Science.

Frequently Asked Questions about SAT

What is a SAT?
- SATs are a combination of paid work, training through a Registered Training Organisation, and continued school study. This requires participants to enter into a binding contract.

When can I start and how long does a SAT last?
- From Term 1 Year 10 to Term 2 Year 11.
- Certificate II qualifications and Certificate III in Business require you to work for 50 days minimum; Cert III in Sport and Recreation has a 75-day work requirement; all other Certificate IIIs have a 100-day work requirement.
- Traineeships should ideally be completed before exit. Students can only complete 33% of the apprenticeship units of competency while at school and continue after Year 12 with employer agreement.

How do I get a SAT?
- School based Traineeship opportunities are advertised in the newsletter, via email and through daily notices. The school cannot source SATs. Work Experience in the industry area is an advantage.
- You may use your own contacts to source a SAT but must keep the ILO informed at every stage.
- See Appendix B: Application Process for SAT.

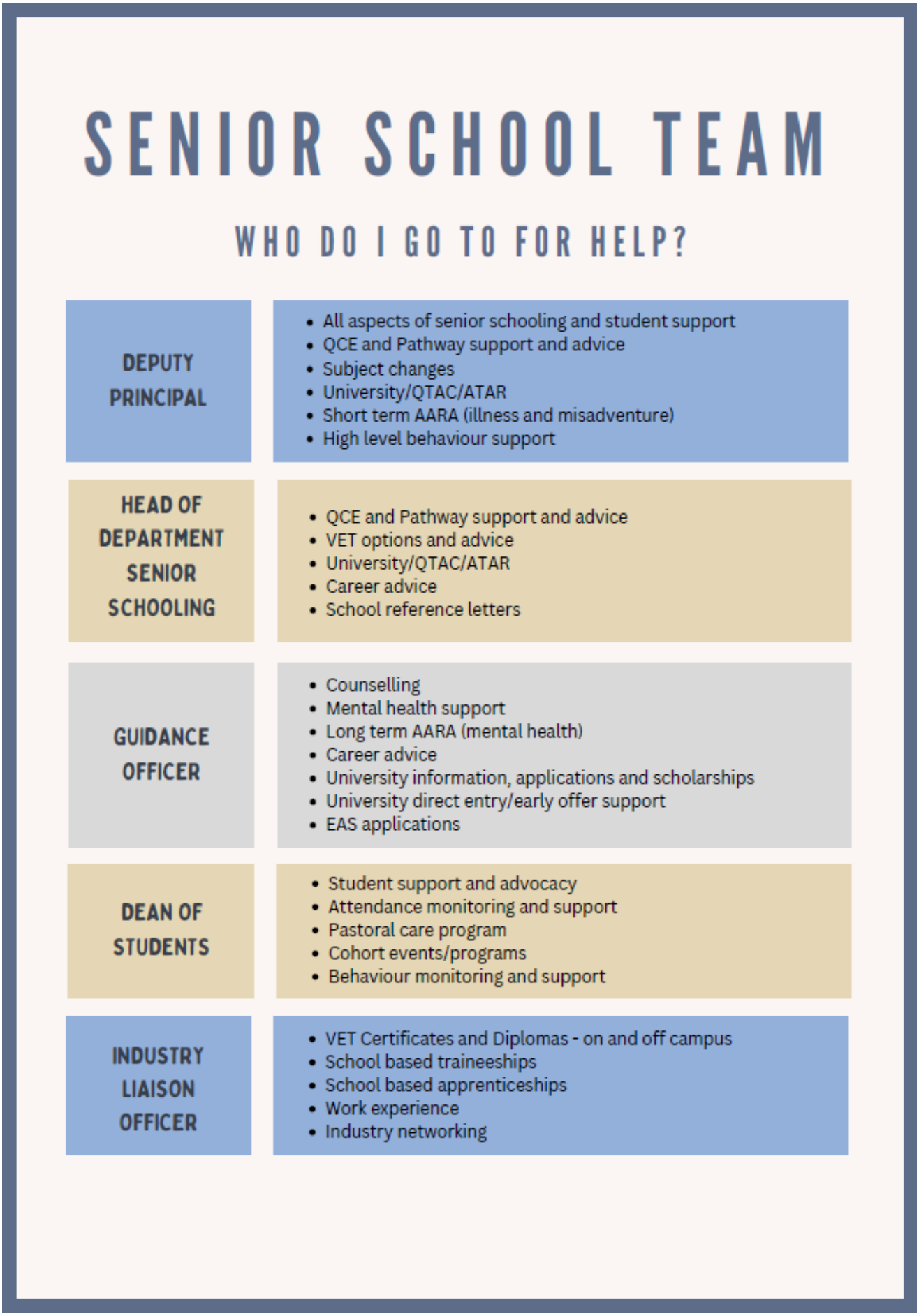
Am I paid for working and how much do I have to work?
- Yes. It is your responsibility to check that you are paid the appropriate Award rate.
- You should work between 7.5 and 8hrs per week. Parents are responsible for monitoring that students' work hours. Holiday and weekend work is also possible in many workplaces. You must not work during term time on any day other than your agreed release day.

Will I be released from school to work and will my timetable change?
- Usually, you will be allocated a day off school for work. This is decided by the school.
- After you have completed your probationary period and all current units of study, you are usually allowed to drop a subject. You need to advise which one when you complete your EOI. This helps us to decide which day you are released. The final decision, however, is the schools.

What is the study component? You must:
- Complete online units of work or theory booklets by deadlines and maintain regular contact with the RTO trainer.
- You work through Units of Competency.
- Attend all required training sessions, either at school, in the workplace or at the RTO premises
- Demonstrate your skills in the workplace and have them signed off.

What are my school responsibilities? You must:
- Attend school for all scheduled classes; let us know if you are absent on a SAT work day.
- Catch up with any school work missed on the agreed SAT work day.
- Maintain an excellent record of attendance, behaviour and attitude at school.
- Maintain careful records of work hours / units of competency completed - for school use.
- Attend **ALL EXAMS** at school. School assessment takes priority over SAT work schedules.

Appendix A: Senior School Team



Appendix B: Application Process for SAT

School Based Traineeship

Registered Training Organistation (RTO) will share Traineeship Opportunities with the Industry Liaison Officer (ILO).

ILO will email opportunites to students with specific instructions to express interest or apply.

ILO to review student pathway and timetable to make sure the Traineeship is suitable.

If suitable, application will proceed. Student may need to attend open day, interview or work experience trial to be sucessful.

Upon success a sign-up will occur involving the student, parent/guardian, employer, RTO and ILO.

Student begins Traineeship.

School Based Apprenticeship

Student to arrange meeting with the Industry Liaison Officer (ILO) to express interest in an Apprenticeship.

ILO will review students pathway, timetable, employability skills and provide resouces to assist with sourcing an apprenticeship.

Student may need to improve employability skills by completing pre-apprenticeship certificate, obtain drivers licence and have reliable transport to be sucessful.

Once student finds an employer, Student may need to undertake work experience before being offered an apprenticeship.

Upon success a sign-up will occur involving the student, parent/guardian, employer, RTO and ILO.

Student begins Apprenticeship.