



Senior Subject Handbook

Year 11 (2024) and Year 12 (2025)

***Subject information, Certificate courses and fees are correct at 15/05/24 and are subject to change.**

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Senior School Team

Position	Name	Office location and email	Role
Deputy Principal for Year 11 and 12's	Rebecca Sochanik	MA07 rsoch1@eq.edu.au	<ul style="list-style-type: none"> • All aspects of senior schooling and student support • QCE and pathway support and advice • Subject changes • University/QTAC/ATAR • Short term AARA (illness & misadventure) • High level behaviour support
Head of Department Senior Schooling	Chanel Morrison	MR20 chick94@eq.edu.au	<ul style="list-style-type: none"> • QCE & pathway support & advice • VET options & advice • University/QTAC/ATAR • Career advice • School reference letters
Industry Liaison Officer	Tegan McPherson	MR23 tmcph62@eq.edu.au	<ul style="list-style-type: none"> • School based traineeships • School based apprenticeships • VET certificates & diplomas • Work experience
Dean of Students Year 11 Dean of Students Year 12	Tim King Paul Sochanik	MA21 tking105@eq.edu.au psoch1@eq.edu.au	<ul style="list-style-type: none"> • Student support & advocacy • Attendance monitoring & support • Pastoral care program • Cohort events/programs • Behaviour monitoring & support
Guidance Officer	Sheryl Row	MA06 srow2@eq.edu.au	<ul style="list-style-type: none"> • Counselling • Mental health support • Long term AARA (mental health) • Career advice • University information, applications & scholarships • University direct entry/early offer support • EAS applications

Introduction

Welcome to the Senior Subject 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 Semester 2 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

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

The Queensland Certificate of Individual Achievement (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 a 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:

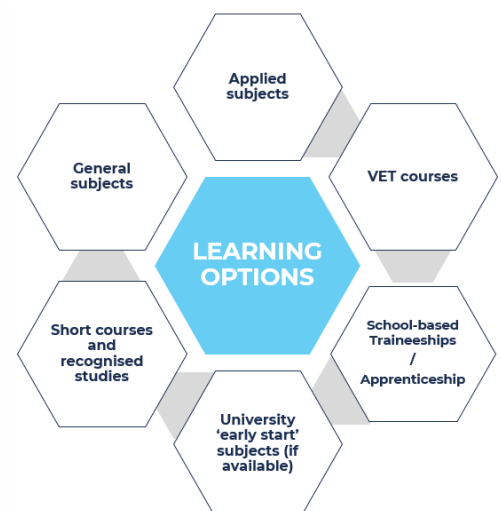
Eligibility for an ATAR will require satisfactory completion of a QCAA English subject. While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR. General English is a pre-requisite for 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

Primary 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. VET are nationally recognised certificate-based 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 Traineeships and Apprenticeships (SAT): 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.
- [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:

- Students who study Essential English in Year 10 will complete the Short Course in Literacy.
- Skills and Trade Tasters, available in Year 10, offer students the opportunity to sample courses without the obligation of undertaking a full qualification or apprenticeship, enabling them to assess if a particular course aligns with their interests or to explore potential career paths they may consider pursuing in the future e.g. Barista, Community Services, Health, Kitchen Operations, Salon, Trades Tasters.

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.

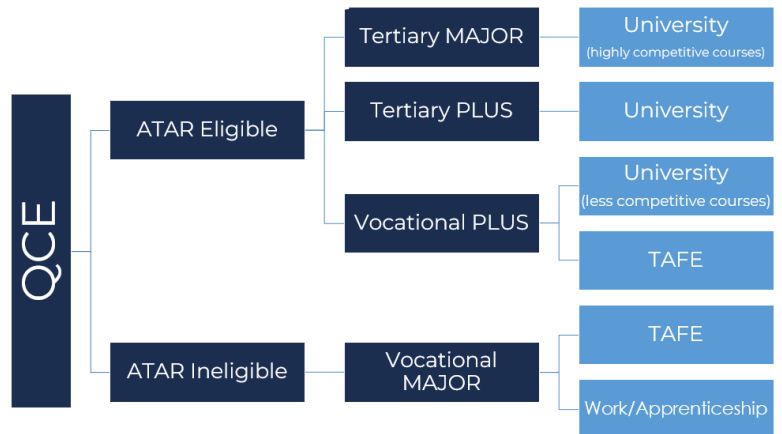
At Varsity College, students who are interested in a SAT, will first complete a short unpaid work experience trial. Students may also wish to engage in unpaid work experience to help them explore their interests, clarify career goals, and make informed decisions about their future education and career 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 is 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 you want to study have any pre-requisite subjects/grades?
- What is my commitment to study work load?

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 Semester 2, students begin studying the subjects in their SET plan.

STEP 5: Review your SET 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

Biology
 Chemistry
 Chinese
 Digital Solutions
 Drama
 Economics
 Engineering
 English
 Film, Television and New Media
 Geography
 Literature
 Mathematics – General Mathematics
 Mathematics – Mathematical Methods
 Mathematics – Specialist Mathematics
 Modern History
 Music
 Physics
 Physical Education
 Visual Art

Applied Subjects

Arts in Practice
 Business Studies
 Essential English
 Essential Mathematics
 Hospitality Practices
 Industrial Graphics Skills
 Industrial Technology Skills
 Science in Practice
 Social and Community Studies
 Sport and Recreation

Certificate Courses Available on Campus

Certificate II Skills for Work and Vocational Pathways (not available as a standalone subject)
 Certificate II Financial Literacy (not available as a standalone subject)
 Certificate II Sport & Recreation/Certificate III Fitness
 Certificate II Applied Digital Technology - Photography (not available as a standalone subject)
 Certificate III in Aviation (Remote Pilot)
 Certificate II Sport and Recreation and Certificate III Fitness (dual qualification)
 Certificate IV in Justice Studies – NB: Academic entry requirements
 Diploma of Business – NB: Academic entry requirements

Certificate Courses Available off Campus

Off-campus trade courses at the Gold Coast Trade College, French Beauty Academy or GeSS

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

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, in order to pass these subjects, the spoken assessment must be completed.

** 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.*

Subject Combination Guide

- ❖ General Mathematics and Mathematics Methods may be studied concurrently.
- ❖ It is recommended that students who study Physics, also study Math methods – Complimentary content
- ❖ Students who study Specialist Maths must study Math Methods (QCAA requirement).
- ❖ Sport and Recreation and Cert II Sport & Recreation / Certificate III Fitness cannot be studied together– Duplication of learning for QCE
- ❖ Physical Education and Sport and Recreation should not be studied concurrently.
- ❖ Visual Art and Arts in Practice should not be studied concurrently
- ❖ Business Studies (Applied Subject) and Diploma of Business (or Certificate III Business traineeships) should not be studied concurrently
- ❖ Only **ONE** VETiS (VET in Schools) qualification may be selected – unless there is a Fee for Service (FFS) option.
- ❖ Tertiary PLUS and Vocational PLUS students are better to complete a Certificate III, IV or Diploma on campus than an Applied subject – provides an alternate university entry for some universities/courses.
- ❖ It is recommended that students who are achieving a C grade or lower in Year 10 Mathematics and/or English, seek advice from the Head of Department Mathematics and/or English as to which is the most suited Mathematics/English for their senior studies.

Tertiary MAJOR Pathway



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 10 pre-requisite subjects (A or B standard).

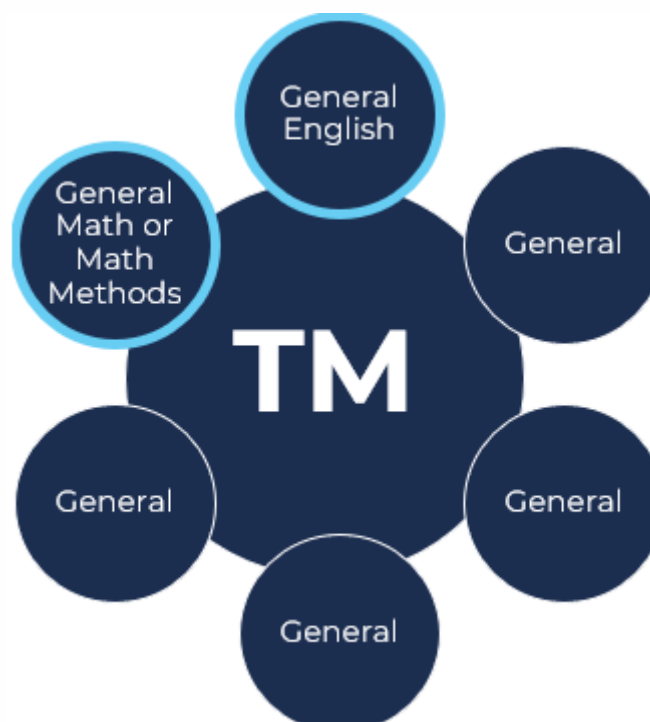
A total of **6 General subjects** is required for a student to be eligible for the TM Pathway at Varsity College. There is no access to Applied subjects, certificate courses, traineeships or apprenticeships on this pathway.

Compulsory subjects:

- General English
- General Mathematics and 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.
- 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).



Tertiary PLUS Pathways



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.

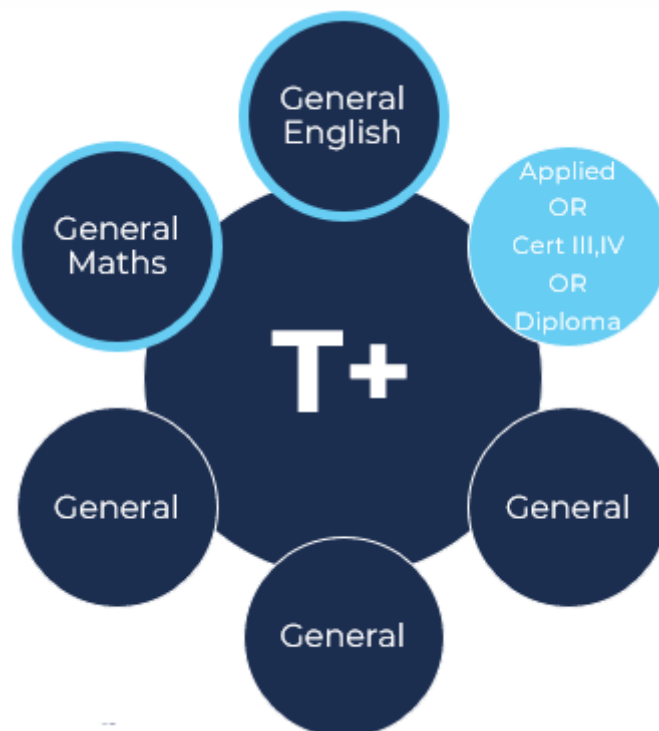
Students on a **T+** Pathway study **5 General subjects PLUS** an **Applied subject OR Certificate III/IV/Diploma** level qualification.

Compulsory subjects:

- General English
- General Mathematics / 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.



Vocational PLUS Pathways



The Vocational PLUS (V+) Pathway is designed for students that want to enter university courses that are less competitive in regards 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 or complete a SAT.

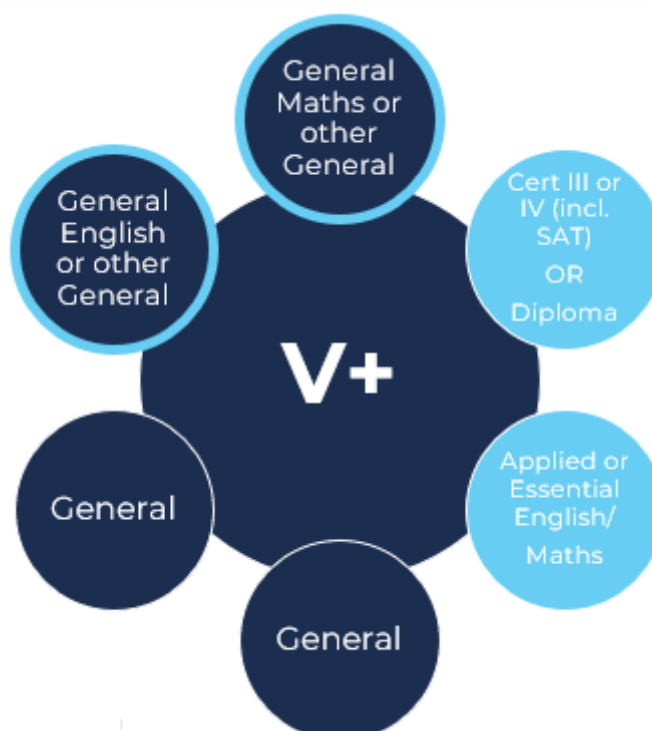
Students on a **V+** Pathway study **4 General subjects PLUS** one of **Certificate III (Including School-Based Traineeship), Certificate IV, or Diploma** level qualification PLUS one of **Applied subject OR Certificate II/III** level qualification.

Compulsory subjects:

- General English or Essential English (Year 10 levels of achievement considered)
- General Mathematics or Essential Mathematics
- Preferably one 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.



Vocational MAJOR Pathway



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 the opportunity to access School-based Traineeship or Apprenticeship (SAT) that have the potential to lead to full time employment. Through the study of certificate courses, students have can gain nationally recognised qualifications that provide workplace skills and technical knowledge to help advance their career. It is important to note that this pathway **does not lead to an ATAR.**

Students on a **VM** Pathway study **6 subjects** from either **General subjects** (max 2), **Applied subjects, Certificate I, II, III or IV** level qualification **(Including SAT).**

Students studying at Certificate III or IV level either in a classroom-based course or through a SAT need to consider their level of organisation and communication skills (written and electronic).

Certificate III in Aviation (Remote Pilot) requires student enrolment in General Maths. **Diploma of Business** enrolment is via negotiation based on academic results, work ethic & organisational skills.

Compulsory subjects:

- Essential English
- Essential Mathematics or General Mathematics (Year 10 levels of achievement considered)
- At least one Certificate course of study

Opportunity:

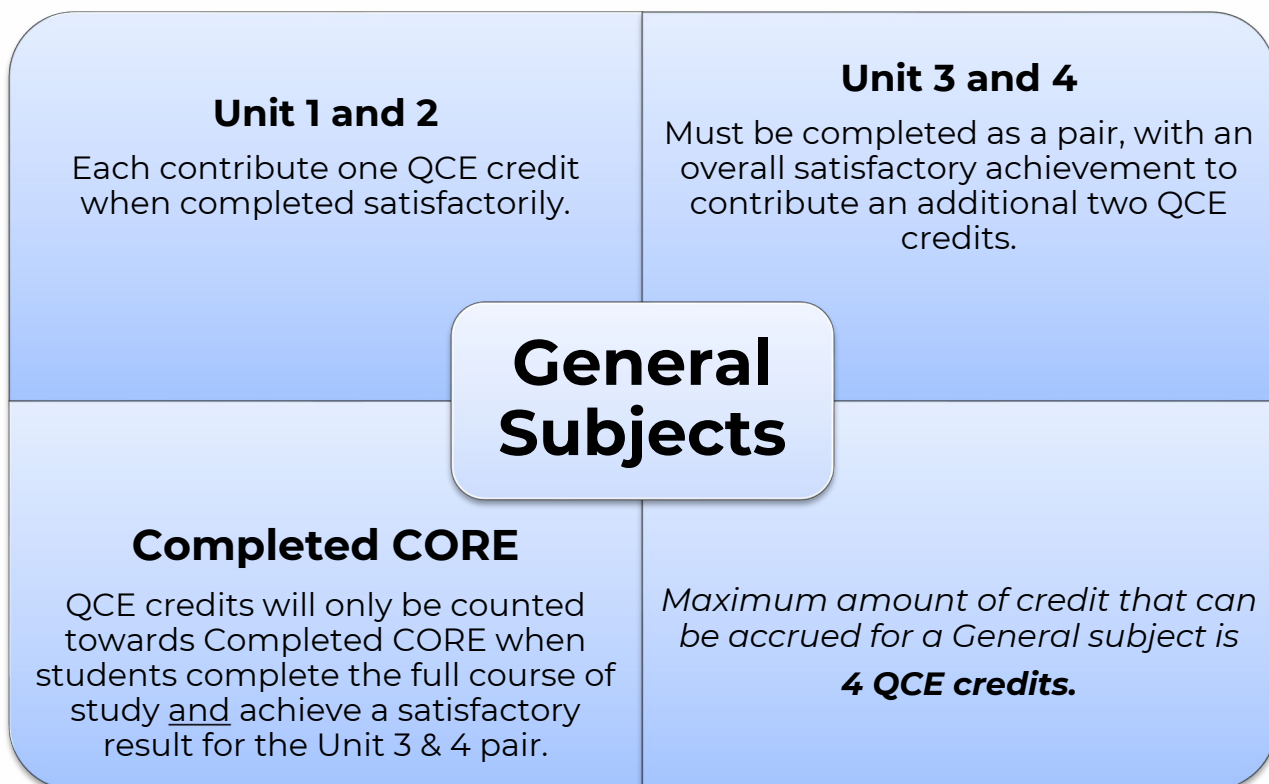
- Students are able access SAT from Semester 2 Year 10.
- Students enrolled in SAT, courses delivered by TAFE or the Gold Coast Trades College will be required to attend their training off-campus, one day per week. Excellent time management skills are necessary to ensure content and assessment at school is kept up to date by communicating with their classroom teacher for any missed classroom work.



GENERAL SUBJECTS

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

Credit towards QCE attainment



**QCAA GENERAL
SUBJECT**

BIOLOGY

PREREQUISITE: B in Year 10 Biology

Rationale

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*

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Cells and multicellular organisms Topic 1: Cells as the basis of life Topic 2: Exchange of nutrients and waste Topic 3: Cellular energy, gas exchange and plant physiology Students study stem cells, breathing, digestion and plants.	Maintaining the internal environment Topic 1: Homeostasis – thermoregulation and osmoregulation Topic 2: Infectious disease and epidemiology Students study the body's natural balance	Biodiversity and the inter-connectedness of life Topic 1: Describing biodiversity and populations Topic 2: Functioning ecosystems and succession Students study structures and interactions within ecosystems and the impact of human activity and environmental conditions.	Heredity and continuity of life Topic 1: Genetics and heredity Topic 2: Continuity of life on Earth Students study the science of inheritance, population genetics, biotechnology and evolution.
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment/s Examination Student experiment	Formative internal assessment/s Research investigation Examination	Summative internal assessment Data test (10%) Summative internal assessment Student experiment (20%)	Summative internal assessment Research investigation (20%) Summative external assessment Examination (50%)

QCAA GENERAL SUBJECT

CHEMISTRY

PREREQUISITE: B in Year 10 Chemistry and B in General Mathematics or Mathematical Methods

Rationale

Chemistry is 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.

FUTURE CAREER PATHWAYS

*Environmental Chemist
Engineering
Medicine
Pharmacy
Research Chemist
Forensic Science
Sports Science*

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Chemical fundamentals-structure, properties and reactions Topic 1: Properties and structure of atoms: isotopes, the periodic table and bonding Topic 2: properties and structure of materials: compounds, mixtures and bonding Topic 3: Chemical reactions – reactants, products and energy change	Molecular interactions and reactions Topic 1: Intermolecular forces and gases Topic 2: Aqueous solutions and acidity Topic 3: Rates of chemical reactions	Equilibrium, acids and redox reactions Topic 1: Chemical equilibrium systems: constants, acids, bases, pH and volumetric analysis Topic 2: Oxidation and reduction: redox reactions, standard electrode potential, electrochemical, galvanic and electrolytic cells	Structure, synthesis and design Topic 1: Properties and structure of organic materials: organic compounds, reactions and reaction pathways Topic 2: Chemical synthesis and design: synthesis reaction, macromolecules and modern methods used in chemical industries
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment/s Examination Student experiment	Formative internal assessment/s Research investigation Examination	Summative internal assessment Data test (10%) Summative internal assessment Student experiment (20%)	Summative internal assessment Research investigation (20%) Summative external assessment Examination (50%)

**QCAA GENERAL
SUBJECT**

CHINESE

PREREQUISITE: B in Year 10 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 negotiation 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*

UNIT 1	UNIT 2	UNIT 3	UNIT 4
My world	Exploring our world	Our society	My future
Topic 1: Lifestyle and Leisure	Topic 1: Travel	Topic 1: Roles and relationships	Topic 1: Finishing secondary school
Topic 2: Education	Topic 2: Technology and media	Topic 2: Socialising and connecting with peers	Topic 2: Plans and reflections
	Topic 3: The contribution of Chinese culture to the world	Topic 3: Individuals in society	Topic 3: Responsibilities and moving on
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment/s	Formative internal assessment/s	Summative internal assessment	Summative internal assessment
Examination: combination response	Examination: short response Extended response	Examination: short response (15%) Summative internal assessment Examination: combinations response (30%)	Extended response (30%) Summative external assessment Examination: combination response (25%)

**QCAA GENERAL
SUBJECT**

DIGITAL SOLUTIONS

PREREQUISITE: B in Year 10 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*

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	Application and data solutions Topic 1: Data-driven problems and solution requirements Topic 2: Data and programming techniques Topic 3: Prototype data solutions	Digital innovation Topic 1: Interactions between users, data and digital systems Topic 2: Real-world problems and solution requirements Topic 3: Innovative digital solutions	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	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment/s Investigation: Digital Solution Project: Digital solution	Formative internal assessment/s Project: Digital solution	Summative internal assessment Investigation: technical proposal (25%) Summative internal assessment Project: Digital solution (25%)	Summative internal assessment Project: folio (25%) Digital Solution Summative external assessment Examination: (25%)

QCAA GENERAL SUBJECT

DRAMA

PREREQUISITE: B in Year 10 Drama

Rationale

Drama interrogates the human experience by investigating, communicating and embodying 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

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	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	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	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	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment/s Performance Project: Dramatic Concept Part A: Analysis Part B: Devising	Formative internal assessment/s Project: Dramatic Concept Project: Practice-Led Part A: Directional pitch Part B: Performance	Summative internal assessment Performance (20%) Summative internal assessment Project: dramatic concept (20%) Part A: Analysis Part B: Devising	Summative internal assessment Project: Practice-led project (35%) Part A: Directional pitch Part B: Performance Summative external assessment Examination (25%)

**QCAA GENERAL
SUBJECT**

ECONOMICS

PREREQUISITE: B in Year 10 Economics

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*

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Markets and models	Modified markets	International economics	Contemporary macro economics
<p>Topic 1: The basic economic problem</p> <ul style="list-style-type: none"> - Economic stakeholders - Needs and wants - Resources and productions <p>Topic 2: Economic flows</p> <ul style="list-style-type: none"> -Circular Flow model <p>Topic 3: Market forces</p> <ul style="list-style-type: none"> - Demand and supply - Price mechanism 	<p>Topic 1: Markets and efficiency</p> <ul style="list-style-type: none"> -Market failure 	<p>Topic 1: International trade</p> <ul style="list-style-type: none"> - Australia's place in the global economy <p>Topic 2: Global economic issues</p> <ul style="list-style-type: none"> - Globalisation - Australia's trade relationships 	<p>Topic 1: Macro-economic objectives and theory</p> <ul style="list-style-type: none"> - Australian government's domestic macro-economic objectives <p>Topic 2: Economic indicators and past budget stances</p> <ul style="list-style-type: none"> -Past economic events and decision made in the annual federal budget <p>Topic 3: Economic Management</p> <ul style="list-style-type: none"> -Policy choices - Demand management and Supply-side economics ideas
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment/s	Formative internal assessment/s	Summative internal assessment	Summative internal assessment
<p>Examination: Combination response</p> <p>Investigation: Research report</p>	<p>Examination: Extended response to stimulus</p>	<p>Examination: Combination response (25%)</p> <p>Summative internal assessment</p> <p>Investigation: Research report (25%)</p>	<p>Examination: Extended response to stimulus (25%)</p> <p>Summative external assessment</p> <p>Examination: Combination response (25%)</p>

QCAA GENERAL SUBJECT

ENGINEERING

PREREQUISITE: B in both Year 10 Engineering and Year 10 General Mathematics

Rationale

Engineering involves studying mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine real-world related solutions. Students justify their decision making and acknowledge the societal, economic and environmental sustainability of their engineering solutions.

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

FUTURE CAREER PATHWAYS

*Engineering
Built environment
Industrial design
Applied Sciences
Technology*

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Engineering fundamentals Topic 1 Engineering in society -investigate how engineering in the past has informed contemporary engineering practice Topic 2: Engineering communication -develop knowledge and skills to communicate effectively to various audiences in engineering Topic 3: Introduction to engineering mechanics-apply engineering theory to inform solutions to problems Topic 4: Introduction to engineering materials-explore the impact engineering materials have on decisions about possible solutions	Emerging technologies Topic 1: Emerging needs-investigate the skills and knowledge today's engineers need to solve tomorrow's problems Topic 2: Emerging processes, machinery and automation-explore developments in technology and their impacts on society to create a more autonomous tomorrow Topic 3: Emerging materials-explore materials development and how new materials may be used to address emerging needs	Civil structures Topic 1: Civil structures in society – apply the problem-solving process in Engineering to explore and solve complex open-ended structural problems Topic 2: Civil structures and forces – investigate how contemporary structures impact environmental sustainability Topic 3: Civil engineering materials – explore how materials and techniques can be used to enable structures to withstand environmental extremes	Machines and mechanisms Topic 1: Machines in society – explore how machines have impacted society Topic 2: Machines, mechanisms and control – explore the ways control technologies can be used to create engineered solutions to problems Task 3: Materials – investigate in depth the properties of engineering materials and what makes some more suitable than others for specific purposes
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment/s Examination Project: folio	Formative internal assessment/s Project: folio	Summative internal assessment Examination (25%) Summative internal assessment Project: folio (25%)	Summative internal assessment Project: folio (25%) Summative external assessment Examination (25%)

QCAA GENERAL SUBJECT

ENGLISH

PREREQUISITE: B in Year 10 English

N.B. STUDENTS MUST PASS BOTH UNITS 3 & 4 OF GENERAL/ESSENTIAL ENGLISH TO BE ATAR ELIGIBLE

Rationale

English involves the analysis, interpretation and creation of texts across various modes and mediums. English offers students the opportunity to explore how texts can convey and transform personal and cultural perspectives through listening, speaking, reading, viewing, designing and writing.

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 vocations 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 digital/media literacy.

FUTURE CAREER PATHWAYS

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

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Perspectives and texts Topic 1: Students view and comprehend a range of Australian films, focusing on character construction and social content. Topic 2: Students will 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 an extended response.	Texts and culture Topic 1: Students critically examine Arthur Millers' play 'The Crucible' and analyse its key themes and representations.	Textual connections 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 an extended response. Topic 2: 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	Close study of literary texts Topic 1: Students will view and comprehend a range of international films, focusing on character construction and social content. Topic 2: Students will complete a close reading and in-depth study of Shakespeare's 'Macbeth', analysing themes, characters and events in preparation for the External exam.
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment/s Drafted discursive essay of 1000-1500 words Formative internal assessment Seen monologue written under exam conditions 800-1000 word	Formative internal assessment/s Unseen analytical essay under exam conditions 800-1000 words	Summative internal assessment Drafted discursive essay of 1000-1500 words (25%) Summative internal assessment Drafted persuasive speech delivered in front of peers 5-8 minutes (25%)	Summative internal assessment Unseen monologue written under exam conditions 800-1000 word (25%) Summative external assessment Examination: analytical written response (25%)

**QCAA
GENERAL
SUBJECT**

ENGLISH (LITERATURE)

PREREQUISITE: Strictly A or B in Year 10 English

N.B Students who studied Essential English in Year 10 cannot enrol in this subject.

Please note that this subject requires a willingness on the part of students to engage in a lot of independent reading and study.

Rationale

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 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
Business*

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.	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, or texts that are adaptations of other texts.	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.	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.
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment/s Examination – extended analytical response (25%) Formative internal assessment Imaginative response (25%)	Formative internal assessment/s Examination: extended analytical response (25%)	Summative internal assessment Examination – extended analytical response (25%) Summative internal assessment Imaginative response (25%)	Summative internal assessment Imaginative response (25%) Summative external assessment Examination: extended analytical response (25%)

**QCAA GENERAL
SUBJECT**

FILM, TELEVISION and NEW MEDIA

PREREQUISITE: B in Year 10 Film, Television and New Media

Rationale

Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Moving-image media enable us to understand and express ourselves and engage meaningfully in local and global participatory media cultures. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts.

FUTURE CAREER PATHWAYS

Screen
Advertising
Editor
Camera Operator
Creative Industries
Public Relations
Journalism

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 and 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: Technologies 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
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment/s Foundation film project Part A: Pre-production Treatment and Storyboard Part B: Post-production filming and editing Examination	Formative internal assessment/s Genre specific film project Part A: Pre-production Treatment Part B: Post-production filming and editing	Summative internal assessment Case Study Investigation (15%) Summative internal assessment Multiplatform Content Project (25%) Part A: Pre-production Treatment and storyboard Part B: Post-production filming and editing	Summative internal assessment Stylistic film project (35%) Part A: Pre-production Treatment Part B Post-production filming and editing Summative external assessment Examination (25%)

**QCAA GENERAL
SUBJECT**

GEOGRAPHY

PREREQUISITE: B in Year 10 Geography

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*

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 *Field excursion cost approx. \$500-\$600	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
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment/s Examination: Combination response Investigation: Field report	Formative internal assessment/s Investigation: Data report	Summative internal assessment Examination: Combination response (25%) Summative internal assessment Investigation: Field report (25%)	Summative internal assessment Investigation: Data report (25%) Summative external assessment Examination: Combination response (25%)

QCAA GENERAL SUBJECT

GENERAL MATHEMATICS

PREREQUISITE: B in Year 10 General Mathematics OR studied Mathematical Methods in Year 10 and now wants to change to General Mathematics

Rationale

Mathematics is a discipline that explores patterns and uncertainty through logical reasoning. It promotes critical thinking and collaboration, making it essential for lifelong learning. Effective math education requires a range of teaching practices and covers various domains. General Mathematics builds on the P-10 Australian Curriculum and aims to extend students' skills without requiring calculus. With the development of fluency and problem-solving skills, students can transfer mathematical ideas between contexts and develop a mathematical mindset.

General Mathematics focusses on the mathematical study of finance, graphs, data, measurement, trigonometry, algebra and networks. The course requires students to think mathematically, giving them deeper understanding of the world around them in terms of the application of mathematics in real-world contexts. The course is mathematically easier than Mathematical Methods, however the course does move at a swift pace, requiring students to have a good work ethic.

FUTURE CAREER PATHWAYS

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

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Methods, measurement and relations Topic 1: Consumer arithmetic Topic 2: Shape and measurement Topic 3: linear equations and their graphs	Applied trigonometry, algebra, matrices and univariate data Topic 1: Applications of trigonometry Topic 2: Algebra and matrices Topic 3: Univariate data analysis	Bivariate data, sequences and change, Earth geometry Topic 1: Bivariate data analysis Topic 2: Time series analysis Topic 3: Growth and decay in sequences Topic 4: Earth geometry and time zones	Investing and networking Topic 1: Loans, investments and annuities Topic 2: Graphs and networks Topic 3: Networks and decision Mathematics
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment/s Problem-solving and modelling task: PSMT (An open-ended Maths problem related to the topics studied that students will respond to in the form of a written assignment). Examination: Assesses all Unit 1 topics	Formative internal assessment/s Examination: Assesses all Unit 2 topics	Summative internal assessment Problem-solving and modelling task (20%) Summative internal assessment Examination: (15%) Assesses all Unit 3 topics	Summative internal assessment Examination (15%) Assesses all Unit 4 topics Summative external assessment Examination: (50%) Assesses all Unit 3 and 4 topics. Content from Unit 1 and 2 are considered to be assumed knowledge and may be drawn upon.

QCAA GENERAL SUBJECT

MATHEMATICAL METHODS

PREREQUISITE: B in Year 10 Mathematical Methods.

Please also be advised that students enrolling in Mathematical Methods will have to purchase a hand-held graphics calculator as required by the subject syllabus requirements.

Rationale

Mathematics is a powerful intellectual discipline used to investigate patterns, order, generality and uncertainty. It develops critical and creative thinking, oral and written communication, and ICT capability. The use of technology positively affects the development of conceptual understanding and student disposition towards mathematics.

Mathematical teaching and learning practices range from practicing essential mathematical routines to modelling the real world and solving problems. The major domains of mathematics in Mathematical Methods are Algebra, Functions, Calculus and Statistics, and are used to describe and analyse phenomena involving uncertainty and variation. Mathematical Methods help students apply their skills to real-world problems and become critical thinkers, innovators and problem-solvers. The study of Mathematical Methods will enable greater university study options post-Year 12

FUTURE CAREER 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.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Algebra, statistics and functions Topic 1: Arithmetic and geometric sequences and series 1 Topic 2: Functions and graphs Topic 3: Counting and probability Topic 4: Exponential functions 1 Topic 5 Arithmetic and geometric sequences and series 2	Calculus and further functions Topic 1: Exponential functions 2 Topic 2: The logarithmic function 1 Topic 3: Trigonometric functions 1 Topic 4: Introduction to differential calculus Topic 5: Further differentiation and applications 1 Topic 6: Discrete random variables 1	Further Calculus Topic 1: The logarithmic function 2 Topic 2: Further differentiation and applications 2 Topic 3: Integrals	Further functions and statistics Topic 1: Further differentiation and application 3 Topic 2: Trigonometric functions 2 Topic 3: Discrete random variables 2 Topic 4: Continuous random variables and the normal distribution Topic 5: Interval estimates for proportions
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment/s Problem-solving and modelling task: PSMT (An open-ended Maths problem related to the topics studied that students will respond to in the form of a written assignment). Examination: Assesses all Unit 1 topics	Formative internal assessment/s Examination: Assesses all Unit 2 topics	Summative internal assessment Problem-solving and modelling task (20%) Summative internal assessment Examination: (15%) Assesses all Unit 3 topics	Summative internal assessment Examination (15%) Assesses all Unit 4 topics Summative external assessment Examination: (50%) Assesses all Unit 3 and 4 topics. Content from Unit 1 and 2 are considered to be assumed knowledge and may be drawn upon.

QCAA GENERAL SUBJECT

SPECIALISTS MATHEMATICS

PREREQUISITE: B in Year 10 Specialist Mathematics and/or Mathematical Methods.

CO-REQUISITE: Students choosing Specialist Mathematics must also select Mathematical Methods.

Rationale

Mathematics is a powerful intellectual discipline that investigates patterns, order, generality, and uncertainty. Students who study Mathematics will develop critical and creative thinking, communication, collaboration, and problem-solving skills. They will become lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between theory, practice, and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Specialist Mathematics covers vectors, matrices, real and complex numbers, trigonometry, statistics, and calculus. It builds on Mathematical Methods and introduces essential tools for explaining abstract or complex relationships. Students will develop confidence in their mathematical knowledge and ability and gain a positive view of themselves as mathematics learners. Recommended for students who wish to study Engineering, Architecture or Physics at university.

FUTURE CAREER 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.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Combinatorics, vectors and proof Topic 1: Combinatorics Topic 2: Vectors in the plane Topic 3: Introduction to proof	Complex numbers, trigonometry, functions and matrices Topic 1: Complex numbers 1 Topic 2: Trigonometry and functions Topic 3: Matrices	Mathematical induction, and further vectors, matrices and complex numbers Topic 1: Proof by mathematical induction Topic 2: Vectors and matrices Topic 3: Complex numbers 2	Further calculus and statistical inference Topic 1: Integration and applications of integration Topic 2: Rates of change and differential equations Topic 3: Statistical inference
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment/s Examination: Assesses all Unit 1 topics	Formative internal assessment/s Problem-solving and modelling task: PSMT (An open-ended Maths problem related to the topics studied that student respond to in the form of a written assignment). Examination: Assesses all Unit 2 topics	Summative internal assessment Problem-solving and modelling task PSMT (20%) Summative internal assessment Examination (15%): Assesses all Unit 3 topics	Summative internal assessment Examination (15%): Assesses all Unit 4 topics Summative external assessment Examination (50%): Assesses all Unit 3 and 4 topics. Content from Units 1 and 2 are considered to be assumed knowledge and may be drawn upon.

**QCAA GENERAL
SUBJECT**

MODERN HISTORY

PREREQUISITE: B in Year 10 History

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.

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.

FUTURE CAREER PATHWAYS

*Law
Diplomacy
Journalism
Education – teaching
Politics and governance*

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>Topic 1: Age of Imperialism 1848 - 1914 Aspect of the topic: Significance of Imperialism in the events leading to World War I</p> <p>Topic 2: Empowerment of First Nations Australians since 1938 Aspect of the topic: Significance of the 'Mabo case' to indigenous land rights</p>	<p>Topic 1: Russian Revolution 1905–1920s Aspect of the topic: Role of communism during the February and October Russian Revolutions in 1917</p>	<p>Topic 1: Germany since 1914 Aspect of the topic: Adolf Hitler's consolidation of power between 1933-1945</p> <p>Topic 2: Israel since 1917 Aspect of the topic: Role of the United Nations in the emergence of the Israeli state in 1948</p>	<p>Topic 1: Australian engagement with Asia since 1945 Aspect of the topic: TBA</p> <p>Topic 2: Cold War and its aftermath 1945-2014 Aspect of topic: TBA</p> <p><small>*Pending announcement of EA topics for 2025-2026 cohort, topics in Unit 3 and/or 4 could change</small></p>
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
<p>Formative internal assessment/s Examination: short responses to historical sources</p> <p>Examination: essay in response to historical sources</p>	<p>Formative internal assessment/s Investigation: historical essay based on research</p>	<p>Summative internal assessment Investigation: independent source investigation (25%)</p> <p>Summative internal assessment Examination: essay in response to historical sources (25%)</p>	<p>Summative internal assessment Investigation: historical essay based on research (25%)</p> <p>Summative external assessment Examination: short responses to historical sources (25%)</p>

**QCAA GENERAL
SUBJECT**

MUSIC

PREREQUISITE: B in Year 10 Music or Instrumental Music equivalent

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 and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles. The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the center of the study of music.

A study of music provides students with opportunities to develop their intellect and personal growth and to make a contribution 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*

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Designs	Identities	Innovations	Narratives
Topic: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition	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?	Topic: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	Topic: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment/s	Formative internal assessment/s	Summative internal assessment	Summative internal assessment
Performance	Integrated project (composition) Part A: Musicology Research Part B: Composition (informed by Musicology) Examination	Performance (20%) Summative internal assessment Composition (20%)	Integrated project (35%) Part A: Musicology Research Part B: Student choice – Composition or Performance (informed by Musicology) Summative external assessment Examination (25%)

**QCAA GENERAL
SUBJECT**

PHYSICAL EDUCATION

PREREQUISITE: B in Year 10 HPE

Rationale

The knowledge, understanding and skills taught through Health and Physical Education enable students to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Across the course of study, students will engage in a range of physical activities to develop movement sequences and movement strategies. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of the dimensions. In becoming physically educated, students learn to see how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity.

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.

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
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment/s Examination: combination response Project: folio	Formative internal assessment/s Investigation report	Summative internal assessment Project: folio (25%) Summative internal assessment Investigation: report (25%)	Summative internal assessment Project: folio (25%) Summative external assessment Examination: combination response (25%)

QCAA GENERAL SUBJECT

PHYSICS

PREREQUISITE: B in Year 10 Physics

Student choosing Physics must also select Mathematical Methods

Rationale

Physics 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.

FUTURE CAREER PATHWAYS

*Engineering
Medicine
Optometry
Radiography
Astronomy
Physicist
Pilot
Technician*

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.

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
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment/s Research Investigation Examination	Formative internal assessment/s Student experiment Examination	Summative internal assessment Data test (10%) Summative internal assessment Student experiment (20%)	Summative internal assessment Research investigation (20%) Summative external assessment Examination (50%)

**QCAA GENERAL
SUBJECT**

VISUAL ART

PREREQUISITE: B in Year 10 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

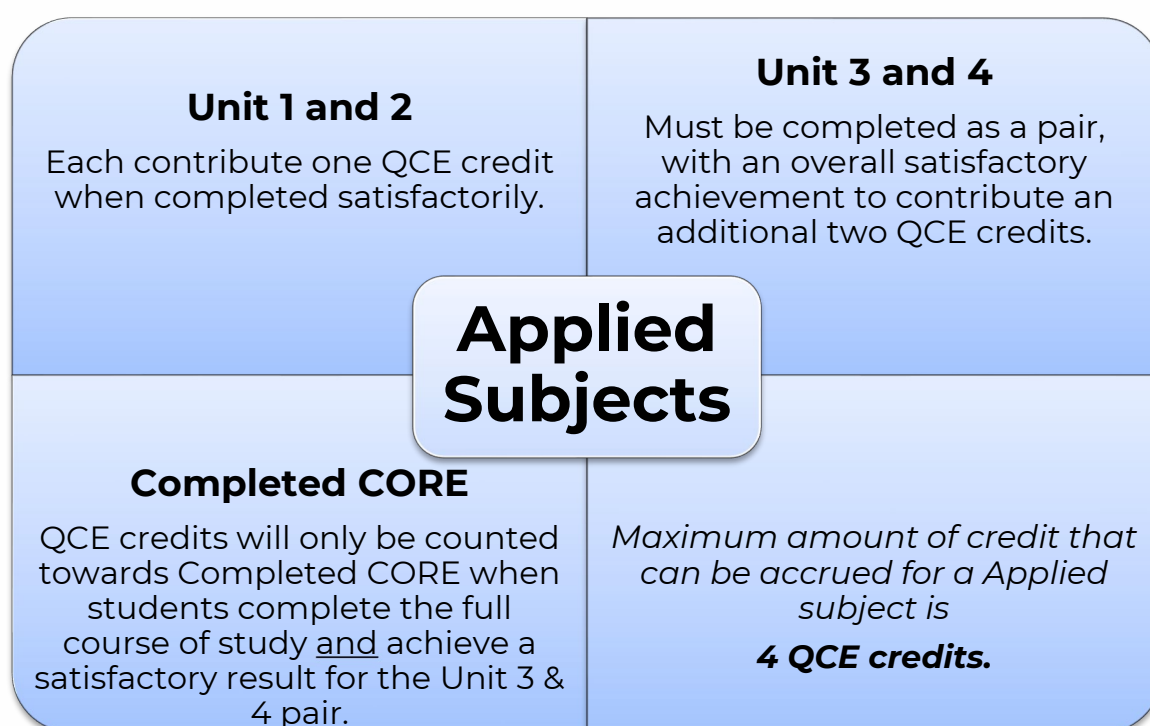
Artist
Art therapist
Art teacher
Graphic/Fashion/interior/
costume/web design
Game designer
Photographer
Animator
Cartoonist

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

APPLIED SUBJECTS

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.

Credit towards QCE attainment



**QCAA GENERAL
SUBJECT**

ARTS IN PRACTICE

PREREQUISITE: Previous study in one of the Arts disciplines

Rationale

The Arts in Practice syllabus gives students opportunities to engage with two or more art forms to create an artwork. The realised artwork might be a performance, a product or a combination of both that is an innovative expression of a personal aesthetic. Through this broad-based, interdisciplinary course of study, students explore the core of arts literacies and arts processes, apply techniques and processes, analyse and create artworks, and investigate artists' purposes and audience interpretations.

They have the opportunity to engage with creative industries and arts professionals as they gain practical skills, use essential terminology and make choices to communicate ideas through their art-making. The Arts in Practice syllabus recognises that the needs and interests of students vary considerably. Schools are given the flexibility to cater for students with diverse interests and skills in the arts.

FUTURE CAREER PATHWAYS

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

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>The Human Experience – This unit explores how the human experience is reflected within the arts and how artists express themselves and their experiences through their artworks.</p> <p>Topic: Students will develop an aesthetic appreciation and artistic awareness, along with an understanding of Arts principals by responding to artworks.</p> <p>Topic: Students will develop their ideas about the human condition and communicate these in an artwork.</p>	<p>Art of Storytelling – This unit investigates the role of the arts in telling stories throughout history and across different cultures, including Aboriginal and Torres Strait Islander perspectives.</p> <p>Topic: Through research, discussion and reflection, students will develop their ideas about the role of the arts in storytelling and communication these in an artwork.</p>	<p>Festivals and Community – This unit investigates the role of the arts festivals that reflect and celebrate society, as well as those that seek to educate and entertain children.</p> <p>Topic: Through research, discussion and reflection, students will develop their ideas about the growth, popularity and purposes of arts festivals around the world.</p> <p>Topic: Students develop their literacy and communication skills in written, oral and multimodal forms.</p>	<p>Then and Now – This unit investigates the role of the arts across multiple industries and how the arts is transforming with the changes in technologies and ways we communicate.</p> <p>Topic: After investigating artists and artworks who are transformative in their use of multiple art forms and extensively researching different historical eras, students will create two artworks.</p>
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
<p>Formative internal assessment/s Written Review: & Project</p> <p>Integrated Artwork and Artist Statement</p>	<p>Formative internal assessment/s Project:</p> <p>Integrated Artwork and Process Diary</p>	<p>Summative internal assessment Written Review: & Project</p> <p>Integrated Artwork and Artist Statement</p>	<p>Summative internal assessment Project:</p> <p>Integrated Artwork and Process Diary</p>

**QCAA APPLIED
SUBJECT**

BUSINESS STUDIES

PREREQUISITE: 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

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Unit A: Working in administration <i>*Administrative knowledge and support successful operation of a business</i>	Unit D: Working in marketing <i>*How businesses use marketing to influence customers' behaviours</i>	Unit B: Working in finance <i>*K&U and skills needed to support financial functions of a business</i>	Unit F: Entrepreneurship <i>*How businesses can create and produce new innovative ways to disrupt existing markets, start new businesses or launch a new product</i>
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment Extended Response Project	Formative internal assessment Project	Summative internal assessment Extended Response Project	Summative internal assessment Extended Response Project

NB: Project contains two components – written, multimodal and/or spoken.

QCAA APPLIED SUBJECT

ESSENTIAL ENGLISH

PREREQUISITE: If you studied Essential English in Year 10 you must enrol in this course. If you achieved a 'C' or below in Year 10 English you should enrol in this course.
N.B. ESSENTIAL ENGLISH DOES NOT MEET ALL UNIVERSITY PREREQUISITES FOR ENGLISH

Rationale

English involves the analysis, interpretation and creation of texts across various modes and mediums. 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 in order 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.

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.

FUTURE CAREER PATHWAYS

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

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.
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment Persuasive essay 500-800 words Formative internal assessment Extended written response - exam 500 words	Formative internal assessment multimodal presentation 4-6 minutes Formative internal assessment Extended written response Seen exam 500-800 words	Summative internal assessment Persuasive speech on a topic of student's choice 4-6 minutes Summative internal assessment Common Internal Assessment: CIA* exam set by QCAA	Summative internal assessment Persuasive pitch - spoken 4-6 minutes Summative internal assessment Extended written response 500-800 words

**QCAA APPLIED
SUBJECT**

ESSENTIAL MATHEMATICS

PREREQUISITE: None

Rationale

Essential Mathematics is an applied subject that fosters critical thinking, problem-solving and creativity, and develops skills that go beyond traditional numeracy. Students will benefit from its practical applications in everyday life, employability and financial decision-making, and develop leadership skills through self-directed learning.

The course covers major domains of mathematics such as Number, Data, Location and Time, Measurement and Finance, and builds on proficiency strands of the P-10 Australian Curriculum. The use of technology helps to develop conceptual understanding and promote confidence, adaptability and flexibility in real-world problem-solving.

Essential Mathematics is suited to student who have found aspects of mathematics such as algebra, challenging throughout past years of schooling.

FUTURE CAREER PATHWAYS

*Cashier
Gaming worker
Hospitality
Automotive Industry
Trades and
Apprenticeships*

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Number, data and graphs Topic 1: Number Topic 2: Representing data Topic 3: Graphs	Money, travel and data Topic 1: Managing money Topic 2: Time and motion Topic 3: Data collection	Measurement, scales and data Topic 1: Measurement Topic 2: Scales, plans and models Topic 3: Summarising and comparing data	Graphs, chance and loans Topic 1: Bivariate graphs Topic 2: Probability and relative frequencies Topic 3: Loans and compound interest
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment Problem-solving and modelling task: PSMT (An open-ended maths problem related to the topics studied that students respond to in the form of a written assignment). Examination: Assesses all Unit 1 topics	Formative internal assessment Examination: Assesses all Unit 2 topics	Summative internal assessment Problem-solving and modelling task Summative internal assessment Common internal assessment written by the QCAA. Assesses all Unit 3 topics	Summative internal assessment Problem-solving and modelling task Summative internal assessment Examination: Assesses all Unit 4 topics

**QCAA APPLIED
SUBJECT**

HOSPITALITY PRACTICES

PREREQUISITE: 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, utilizing 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*

UNIT 1	UNIT 2	UNIT 3	UNIT 4
In this unit, students explore the hospitality industry through the context of bar and barista basics, including beverage and food production and service. They interpret briefs before evaluating and adapting recipes, production plans, techniques and procedures to develop high quality food and beverage products.	In this unit, students explore the hospitality industry through the context of culinary trends. They interpret briefs before researching relevant and current culinary trends. Using their research findings, students evaluate and adapt production plans, techniques and procedures and develop new and innovative food products which meet the requirements of the brief.	In this unit, students explore the hospitality industry through the context of casual dining. They interpret briefs using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes.	In this unit, students delve into the hospitality sector, focusing on the formal dining context, encompassing both food and beverage production and service. They interpret design briefs, employing industry standard practices, skills and procedures. Students assess and modify production strategies, recognizing that meeting customer expectations is pivotal in shaping industry protocols.
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment	Formative internal assessment	Summative internal assessment	Summative internal assessment
Project: Multimodal digital portfolio	Project: Multimodal digital portfolio	Project: Multimodal digital portfolio	Project: Multimodal digital portfolio
Practical demonstration: Menu item and Delivery of event	Practical demonstration: Menu item	Practical demonstration: Menu item	Practical demonstration: Menu item and Delivery of event

**QCAA APPLIED
SUBJECT**

INDUSTRIAL GRAPHIC SKILLS

PREREQUISITE: None

Rationale

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills used by Australian manufacturing and construction industries to produce drawings.

FUTURE CAREER PATHWAYS

*Draftsperson
Engineer
Layout artist
Builder
Architect
Carpenter
Industrial/Interior
designer
Surveyor
Town Planner*

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). They use knowledge of drafting industry practices and production processes to produce, modify, analyse and optimize designs using 3D solid modelling software.	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.	Computer-aided manufacturing drafting In this unit, students explore drafting in the specialist area of computer-aided manufacturing (CAM). They use knowledge of drafting industry practices and production processes to produce outputs from 2D and 3D digital representations. Students will demonstrate CAM equipment set up and operation skills and procedures.	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	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment Practical Demonstration Project	Formative internal assessment Project	Summative internal assessment Practical Demonstration Project	Summative internal assessment Practical Demonstration Project

**QCAA APPLIED
SUBJECT**

INDUSTRIAL TECHNOLOGY SKILLS

PREREQUISITE: 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 furnishing, building and construction and graphics.

Students engage in applied learning to demonstrate knowledge and skills of the core learning in units that meet local needs, available resources and teacher expertise.

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

FUTURE CAREER PATHWAYS

This course will help students interested in TAFE courses/ traineeships or apprenticeships
Construction
Carpentry
Furniture making
Cabinet making
Computer aided drafting

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Furnishing Skills Topic 1: Grazing Board Manufacture of a single-material furniture product and reflection on industry practices, production skills and procedures Topic 2: Step Stool Manufacture a multi-material furniture product and documentation of the manufacturing process. Elective: Furniture-making	Industrial Graphics Topic 3: Bespoke Desk Production of furnishing industry drawings and documentation of the drafting process in response to a provided client brief and technical information. Elective: Graphics for the Furnishing Industry	Furnishing Skill Topic 4: Valet Box Manufacture of a cabinet product. Reflect on industry practices, production skills and procedures. Topic 5: Wall/Benchtop Cabinet Manufacture of a cabinet product and document the manufacturing process. Elective: Cabinet Making	Building and Construction Skills Topic 6: Saw Bench Construction of a framing and cladding structure. Reflect on industry practices, production skills and procedures. Topic 7: Cottage (scaled model) Construction of a framing and cladding structure and document the construction process. Elective: Framing and Cladding
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment Practical demonstration: Grazing Board Project: Step Stool Multimodal digital portfolios	Formative internal assessment Project: Bespoke Desk (gaming/workbench/craft table) Multimodal digital portfolios	Summative internal assessment Practical demonstration: Valet Box Project: Wall/Benchtop Cabinet Multimodal digital portfolios	Summative internal assessment Practical demonstration: Saw Bench Project: Cottage (scaled model) Multimodal digital portfolios

**QCAA APPLIED
SUBJECT**

SCIENCE IN PRACTICE

PREREQUISITE: None

Rationale

Science in Practice 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*

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
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment Applied Investigation	Formative internal assessment Practical Project	Summative internal assessment Applied Investigation Practical Project	Summative internal assessment Applied Investigation Practical Project

**QCAA APPLIED
SUBJECT**

SOCIAL AND COMMUNITY STUDIES

PREREQUISITE: 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*

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

**QCAA APPLIED
SUBJECT**

SPORT AND RECREATION

PREREQUISITE: None

CANNOT ENROL IN THIS COURSE AND THE CERT II/III SPORT AND REC

Rationale

Sport and recreation activities are a part of the fabric of Australian life and represent growth industries in Australian society. Sport and recreation activities can encompass aspects such as social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. These activities are an intrinsic part of Australian culture and, for many people, form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing, while also providing employment opportunities.

The subject of Sport & Recreation provides students with an opportunity to engage in sport and recreation activities through which they will experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

FUTURE CAREER PATHWAYS

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

UNIT 1	UNIT 2	UNIT 3	UNIT 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 & 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 & 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.
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment Project & Performance Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes.	Formative internal assessment Performance Students plan, perform and evaluate event management activities and strategies to enhance outcomes.	Summative internal assessment Project & Performance Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes.	Summative internal assessment Project & Performance Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes.

AQF VET Qualifications

Credit towards QCE attainment

Credit accrued towards QCE attainment varies between Certificate levels and courses. QCE credits will only be counted towards Completed Core if the course is completed. AQF certificates will receive points on completion (100%) of course (Cert I = 2/3 points, Cert II = 4 Points, Cert III = 5-8 points, 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.**

COURSE	QCE CREDIT
Completed Certificate II	3-4
Completed Certificate III or IV	5-8
Completed School Based Traineeships and Apprenticeships	2-8

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 certificate courses. Regular attendance is vital.**

VETiS Funding

VETiS stands for Vocational Education and Training in Schools, and VETiS funding refers to the financial assistance provided by the Australian Government to support vocational education and training for secondary school students. As part of QLD Government's VET investment plan – all students are entitled to one VETiS* subject paid for by the government (only ones on the high priority list).

IMPORTANT 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> .
- A Cert III may, if deemed appropriate, be completed in addition to any school-based VETiS funded course.
- School-based Traineeships / Apprenticeships [SATs] are available to students in the V+ and VM pathways 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.
- RTOs are independent training providers: course provision is at their discretion, is offered in negotiation with the school, and may be subject to change.
- 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.
- Fees and units of competency may be 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 Traineeship or Apprenticeship (funded by government schemes)

FSK20119 – Certificate II in SKILLS for WORK and VOCATIONAL PATHWAYS

National recognized Certificate II qualification.

The Certificate II in Skills for Work and Vocational Pathways builds student's capability for workforce entry or vocational pathways and helps develop a better understanding and respect for Aboriginal and Torres Strait Islander cultures which can lead to reconciliation and is fundamental to the development of an Australian identity. The course can also benefit students as it includes transferable workplace skills and knowledge.



RTO: 45494 Eagleby Learning Centre

COST: \$50 (payable to the school through the Finance Office). It is not VETiS* funded.

PREREQUISITES: None

DELIVERY: This course will be delivered in a Study Session and not timetabled as a subject. It will run over two terms at school by Varsity staff. There are no special provisions available in certificate courses. Regular attendance is vital.

ASSESSMENT: Competency based assessment. There are limited opportunities for resubmission of assessment within strict guidelines. Students must be prepared to complete mandatory learning and assessment, meet deadlines; work independently and, at times, online.

QCE: **Up to 4 QCE credits** Does not satisfy QCE Literacy and Numeracy requirements.

ATAR: This course does NOT contribute to an ATAR calculation.

APPLICATION: Through our Head of Senior School in a timely manner. Students must apply on paper documents in a timely fashion. A USI number must be created at www.usi.gov.au, using the student's full legal name.

UNITS OF COMPETENCY

Units of competency [14]:

FSKRLRG011	Use routine strategies for work-related learning.
FSKLRG009	Use strategies to respond to routine workplace problems
FSKNUM017	Use familiar and routine maps and plans for work
FSKRDG008	Read and respond to information in routine visual and graphic texts
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work
FSKNUM019	Interpret routine tables, graphs and charts and use information and data for work
FSKOCM007	Interact effectively with others at work
FSKRDG010	Read and respond to routine workplace information
FSKWTG009	Write routine workplace texts
FSKWTG008	Complete routine workplace formatted texts
BSBPEF202	Plan and apply time management
BSBOPS101	Use business resources
BSBINS201	Process and maintain workplace information

FUTURE CAREER PATHWAYS

Further vocational study
Off or On Campus.

Access to Work
Experience and School-
based Traineeships /
Apprenticeships.

Employment

FNS20120 Certificate II in Financial Services

National recognized Certificate II qualification.



This entry level qualification is designed for students who require further foundation skills development to prepare for workforce entry or vocational training pathways.

RTO:	45494 Eagleby Learning Centre
COST:	\$50 (payable to the school through the Finance Office). It is not VETiS* funded.
PREREQUISITES:	None
DELIVERY:	This course will be delivered in a Study Session and not timetabled as a subject. It will run over two terms at school by Varsity staff. There are no special provisions available in certificate courses. Regular attendance is vital.
ASSESSMENT:	Assessment is competency based. This course involves the completion of 5 projects. Assessment techniques include: observation, folios of work, questioning, projects, written and practical tasks.
QCE:	Up to 4 QCE credits when all units of competency are completed successfully. Failure to complete all assessments / competencies in a certificate course may affect a student's capacity to earn a QCE.
ATAR:	This course does NOT contribute to an ATAR calculation.
APPLICATION:	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.

UNITS OF COMPETENCY

Units of competency [18]

BSBCMM211	Apply Communication skills
BSBTEC201	Use business software applications
BSBWHS211	Contribute to the health and safety of self and others
FNSINC311	Work together in the financial services industry
FNSFLT211	Develop and use a personal budget
FNSFLT211	Develop and use a savings plan
FNSFLT213	Develop knowledge of debt and consumer credit
FSKLRG018	Develop a plan to organize routine workplace tasks (Imported FSK)

FUTURE CAREER PATHWAYS

Accounts Clerk
Bookkeeper
Office
administrator
Financial Advisor
Banking

ICT20120 Certificate II Applied Digital Technologies (Photography focus) National recognized Certificate II qualification.



This entry level qualification is designed for students who require further foundation skills development to prepare for workforce entry or vocational training pathways.

RTO:	45494 Eagleby Learning Centre
COST:	\$150 (payable to the school through the Finance Office). It is not VETiS* funded.
PREREQUISITES:	None
DELIVERY:	This course is delivered at school by Varsity staff within a usual timetable. Delivery of this course includes, guided learning and online training. There are no special provisions available in certificate courses. Regular attendance is vital.
ASSESSMENT:	Assessment is competency based. This course involves the completion of 4 projects. Assessment will be completed in a simulated work environment that replicates what occurs in a ICT workplace. All projects will need to be completed to a satisfactory standard to achieve an overall competency in this course.
QCE:	Up to 4 QCE credits when all units of competency are completed successfully. Failure to complete all assessments / competencies in a certificate course may affect a student's capacity to earn a QCE.
ATAR:	This course does NOT contribute to an ATAR calculation.
APPLICATION:	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.

UNITS OF COMPETENCY

Units of competency [18]

BSBWHS211	Contribute to health and safety of self and others
BSBTEC202	Use of digital technologies to communicate in a work environment
BSBWHS211	Participate in sustainable work practices
ICTICT213	Use computer operating systems and hardware
ICTICT215	Operate digital media technology packages
ICTICT214	Operate application software packages
ICTICT216	Design and create basic organizational documents
BSBTEC203	Research using the internet
BSBTEC101	Operate digital devices
CUADIG303	Produce and prepare photo images
CUADIG212	Develop digital imaging skills
FSKDIG002	Use digital technology for routine and simple workplace tasks

FUTURE CAREER PATHWAYS

Data Entry Clerk
Systems
Administration
Assistant
Help Desk Support
Software Tester
Systems Tester

10971NAT - CERTIFICATE IV in JUSTICE STUDIES

National recognized Certificate IV qualification.

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.

Aims: The Certificate IV in Justice Studies course is designed to

- provide students with a broad understanding of the justice system
- develop the personal skills and knowledge which underpin employment in the justice system.



RTO	32123 Unity College
COST:	\$750 FFS** (up-front fee to be paid in one installment directly to RTO by Term 3, Week 6, 2023)
PREREQUISITES:	C in grade 10 English (not Essential English)
DELIVERY:	<p>This course is delivered over 3-4 terms at school by Varsity staff.</p> <p>Classroom delivery at school within usual timetable by Varsity College teacher</p> <p>Mandatory workshops with industry professionals – organised court visit (transport cost involved) Note: these must be attended</p> <p>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</p> <p>Fast paced intensive delivery</p>
ASSESSMENT	Written projects, Online tests, Observation of skills, Spoken and written questions
QCE	8 QCE credits when all units of competency are completed successfully
ATAR	This course can contribute to an ATAR calculation for ATAR 5G + 4G students
APPLICATION	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.

UNITS OF COMPETENCY

Units of competency [10]: 6 Core competencies plus 4 electives.

NAT10971001	Provide information and referral advice on justice-related issues
NAT10971002	Prepare documentation for court proceedings
BSBXCM401	Apply communication strategies in the workplace
PSPREG033	Apply Regulatory Powers
BSBLEG421	Apply understanding of the Australian Legal System
BSBP402	Develop personal work priorities
BSBLEG523	Apply legal principles in tort law matters
PSPREG010	Prepare a brief of evidence
BSBLDR414	Lead team effectiveness or
PSPREG039	Gather Information through interviews

FUTURE CAREER PATHWAYS

Further study opportunities in justice and law- related fields
 Police service Justice-related occupations
 Corrective services
 Courts
 Legal offices
 Customs service
 Security industry
 Private investigations

SIS30321 – CERTIFICATE III in FITNESS & SIS20122 – CERTIFICATE II in SPORT and RECREATION

National recognised Certificate II and III qualification.



This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres. Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).

RTO	31319 Binnacle Training <i>This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: binnacletraining.com.au/rto</i>
COST:	Certificate II Sport and Recreation (VETiS funding available), Certificate III Fitness – Fee for Service Fee-free for VETiS Students – Certificate II Participant Fees as invoiced to School WAIVED. Certificate III Participant Fees are 'Fee for Service'. FFS** \$365 + \$55 (first aid).
PREREQUISITES:	None. LLN Screening process is undertaken at the time of enrolment to ensure students have the capacity to effectively engage with the content and to identify support measures as required.
DELIVERY:	Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience. Regular attendance is vital for success. Students who leave before the end of year 12 cannot achieve either qualification. They will receive instead Statements of Attainment. This is a TWO-YEAR commitment.
ASSESSMENT	Competency based assessment 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 must be prepared to complete mandatory learning and assessment, meet deadlines; work independently and, at times, online. There are no special provisions available in certificates courses. Failure to complete all assessments / competencies in a certificate course may affect a student's capacity to earn a QCE.
QCE	8 QCE credits when all units of competency are completed and both qualifications are completed successfully.
ATAR	This course may contribute to an ATAR calculation.
APPLICATION	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.

UNITS OF COMPETENCY

Units of competency [22 for dual qualification]

HLTWHS001	Participate in workplace health and safety	SISFFIT032	Complete pre-exercise screening and service orientation
SISXIND011	Maintain sport, fitness and recreation industry knowledge	SISFFIT033	Complete client fitness assessments
BSBSUS211	Participate in sustainable work practices	SISFFIT052	Provide healthy eating information
BSBPPEF202	Plan and apply time management*	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients/group exercise sessions
SISSPAR009	Participate in conditioning for sport*	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISXCCS004	Provide quality service	SISFFIT035	Plan group exercise sessions
SISXEMR001	Respond to emergency situations (SISXEMR003)	BSBOPS304	Deliver and monitor a service to customers
HLTAID011	Provide First Aid	BSBPPEF301	Organise personal work priorities
SISOFLD001	Assist in conducting recreation sessions*		
SISXFAC006	Maintain activity equipment*		
BSBPPEF301	Organise personal work priorities		
BSBOPS304	Deliver and monitor a service to customers		
SISFFIT035	Plan group exercise sessions		
SISFFIT036	Instruct group exercise sessions		

CAREER PATHWAYS

- Exercise Psychologist
- Personal Trainer
- Teacher – Physical Education
- Sports Scientist
- High Performance Coach
- Sport Development Manager

* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)

AVI30419 – CERTIFICATE III in AVIATION (Remote Pilot)

National recognized Certificate III qualification.

This course is delivered by Skills Generation (RTO 41008) and designed in line with the competencies developed by Industry Skills Australia. The AVI30419 qualification is the industry standard for those wishing to enter the unmanned industry and begin operating drones for business purposes. In addition to the Certificate III qualification, students will have the opportunity to undertake additional study to obtain their Civil Aviation Safety Authority Remote Pilot License (CASA RePL).



RTO	41008 Skills Generation Pty Ltd
COST:	The AVI30419 qualification is VETiS funded under the Queensland Governments VET Investment Budget. If a student is not eligible for VETiS funding, please speak with your VET Coordinator for a fee for service price. When completing the AVI30419 Certificate III as a standalone course, the cost of the Civil Aviation Safety Authority (CASA) Remote Pilot License is covered by VETiS funding. If the student is ineligible for VETiS funding the cost for the CASA License is an additional \$600.00 per person.
PREREQUISITES:	Not applicable
DELIVERY:	This course is delivered over 4 school terms by Skills Generation approved and CASA licensed trainers/assessors. Training is delivered in accordance with relevant regulatory requirements of CASA and national operating standards. Classes are timetabled by the school and may include after-hours attendance for flying practice. Attendance in the after-school component is mandatory if classes are scheduled at this time.
ASSESSMENT	Resources and assessments are submitted through Skills Generation's e-portal and all content remains the intellectual property of Skills Generation. Students must have a fully charged laptop for every timetabled session. Course work includes written projects, online tests, and practical assessments of remote piloting skills. Students are required to manage their online submissions; as well as meeting the deadlines of their assessments.
QCE	Successful completion of AVI30419 awards up to 6 QCE credits when all units of competency are completed.
ATAR	This course may contribute to an ATAR calculation.
APPLICATION	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 prior to application.

UNITS OF COMPETENCY

Units of competency [14]

AVIF0021	Manage human factors in remote pilot aircraft systems
AVIW0004	Perform operation inspections on remote operated systems
AVIY0053	Manage remote pilot aircraft systems energy source requirements
AVIY0031	Apply principles of air law to remote pilot aircraft systems operations
AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations
AVIE0005	Complete a Notice to Airmen (NOTAM)
AVIY0052	Control remote pilot aircraft systems on the ground
AVIY0023	Launch, control and recover a remotely piloted aircraft
AVIW0028	Operate and manage remote pilot aircraft systems
AVIH0006	Navigate remote pilot aircraft systems
AVIY0027	Operate multi-rotor remote pilot aircraft systems
AVIH0007	Operate remote pilot aircraft systems under night visual line of sight
AVIH0008	Operate remote pilot aircraft systems in extended visual line of sight (EVLOS)
AVIE0003	Operate aeronautical radio

FUTURE CAREER PATHWAYS

Entry point for further qualifications in the aviation industry
Drone Pilot providing:
Photography / cinematography services,
Public safety and emergency services,
Aerial surveying, mining and resource sector services,
Services to Federal, State and Local Government agencies.



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. This is an 18 month commitment and the course is facilitated by an external provider at Varsity College. Students that complete the course will be eligible for QCE points and potential university pathways (depending on the university requirements).



RTO	32407 TOC Australia on behalf of GeSS Education
COST:	\$2200 FFS** (post enrolment payment plan available on application to RTO)
PREREQUISITES:	C in Year 10 English (not Essential English); strong organisational skills and an independent work ethic
DELIVERY:	This course is delivered at school by an RTO trainer. Students have one face to face trainer session per week and two study sessions. Irregular attendance may adversely affect student outcomes. The Diploma of Business runs over an 18 month (3 semester) period beginning in Term 3 Year 10.
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	8 QCE credits when all units of competency are completed and there is no duplication of learning.
ATAR	This course may contribute to an ATAR calculation.
APPLICATION	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.

UNITS OF COMPETENCY

Units of Competency [12: 5 core units and 7 electives]:

BSBCRT511	Develop critical thinking in others
BSBOPS501	Manage budgets and financial plans
BSBFIN501	Manage business resources
BSBSUS511	Develop workplace policies and procedures for sustainability
BSBXCM501	Lead communication in the workplace
BSBTWK503	Manage Meetings
BSBOPS504	Manage business risk
BSBPMG430	Undertake project work
BSBPEF501	Manage personal and professional development
BSBSTR502	Facilitate continuous improvement
BSBPEF502	Manage project scope
BSBPEF502	Develop and use emotional intelligence

FUTURE CAREER PATHWAYS

Bachelor degree dependent on ATAR / university
PREREQUISITES

Possible degree level credits in Business electives

Administration
Accounting Marketing
Retail
HR
Banking Finance

Certificate Courses Available off Campus (1 day per week)

- ❖ TAFE / French Beauty Academy / Gold Coast Trade College / GeSS Education
- ❖ School based Traineeship/Apprenticeship (SAT) ***
- ❖ External RTO 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 SETPLAN ALL students must make a choice of SIX subjects as per the Varsity College Senior Pathway requirements. The timetable may be modified only when the student has properly enrolled and secured a definite place in the Off-Campus course.

The below table is an indication of what may be available. RTOs may change availability or fees at their discretion. Families are invited to research these courses. There may be alternative qualifications available with other providers. RTOs may remove or add qualifications to their scope.

Cert level	Qualification	VETiS	Fee for Service	RTO Provider
II	Animal Care (for Year 11 students)	YES		TAFE
III	Information Technology		\$3,805	TAFE
III	Design Fundamentals		\$3,503	TAFE
III	Music		\$3,049	TAFE
III	Screen and Media		\$2,911	TAFE
II	Health Support Services	YES		TAFE
II/III	Health Support Services/ Cert III health Services Assistance (Dual Award)	1 component only	\$995 Uniform required	TAFE
Partial Diploma	Diploma of Nursing (eligible Year 12 students only – Note below)		\$5,266	TAFE
II	Salon Assistant	YES		TAFE
II	Hospitality	YES		TAFE
II	Cookery	YES		TAFE
II	Retail Cosmetics	YES		THE FRENCH BEAUTY ACADEMY
I	Construction	YES		GOLD COAST TRADE COLLEGE
II	Electrotechnology	YES		GOLD COAST TRADE COLLEGE
II	Automotive Vocational Preparation	YES		GOLD COAST TRADE COLLEGE
II	Plumbing	YES		GOLD COAST TRADE COLLEGE
II	Health Support Services	YES		GeSS
III	Individual Support		\$2,200	GeSS
III	Business		\$1,150	GeSS
IV	Business (Cyber Security)		\$2,200	GeSS
Diploma	Diploma of Leadership & Management		\$2,200	GeSS
Diploma	Diploma of Event Management		\$2,200	GeSS
Diploma	Diploma of Project Management		\$2,200	GeSS
Diploma	Diploma of School Age Education & Care		\$4,350	GeSS
Diploma	Diploma of Sport (Coaching & Sport Development)		\$2,200	GeSS
Diploma	Diploma of Sport		\$2,200	GeSS
Diploma	Diploma of Travel & Tourism Management		\$2,200	GeSS

N.B - Varsity College does NOT support students in Year 10 or 11 taking the partial Diplomas of Nursing at TAFE. On a case-by-case basis the 6-unit partial Diploma may be considered for eligible students in Year 12 only.

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 on line options with designated workshop / practical days.

Where do I find out what is on offer?

- Look through this booklet; research on line; 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.

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, your workload.
- You have to catch up on work missed at school. Teachers do not 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. Students who are enrolled in a traineeship or off-campus course, may be eligible for a study class in place of one of their six subject, once the minimum probation time has been met. Students must agree to use their study class to complete quiet independent class work only.

How do I get to the training provider venues?

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

CPC10120 – CERTIFICATE I in CONSTRUCTION

National recognized Certificate I qualification.



This is an accredited pre-trade qualification with opportunities to learn practical skills relevant to being a crew member in many construction trades: basic leveling; measuring and cutting materials; Workplace Health and Safety (including construction industry White Card); using hand and power tools; reading and interpreting plans; calculating quantities.

RTO	31175 Gold Coast Trades College (Currumbin Waters)
COST:	Course is funded under VETiS* by the Queensland Government. This course is delivered Off Campus by RTO trainers. Students may enrol in only one VETiS funded qualification across Years 10-12. Students must apply on paper documents in a timely fashion.
PREREQUISITES:	None
DELIVERY:	This course is delivered one day per week over two (2) terms from Term 3 Year 10. This course is a combination of theory and practical workshop activities at the RTO's Currumbin Waters campus one day per week. Students will be picked up from and returned to Varsity Train Station – free service. Breakfast is provided by the RTO. Sausage on bread or hot-dog is provided at lunch time. A high-vis shirt and steel toe cap boots are compulsory. High-vis shirts are supplied free of charge by the RTO. Steel cap boots should be purchased before the first day.
ASSESSMENT	Competency based assessment combines theory and practical work. There are limited opportunities for resubmission of assessment within strict guidelines. 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 certificate courses. Regular attendance is vital for success. Failure to complete all assessments / competencies in a certificate course may affect a student's capacity to earn a QCE.
QCE	3 QCE credits when all units of competency are completed successfully.
ATAR	This course does NOT contribute towards the ATAR calculation.
APPLICATION	Through our Industry Liaison Officer in a timely manner. A USI number must be created at www.usi.gov.au , using the student's full legal name.

UNITS OF COMPETENCY

Units of competency [11]

CPCCCM1011	Undertake basic estimation and costing.
CPCCCM2004	Handle construction materials.
CPCCCM2005	Use construction tools and equipment.
CPCCOM1012	Work effectively and sustainably in the construction industry.
CPCCOM1013	Plan and organise work.
CPCCVE1011	Undertake a basic construction project.
CPCCWHS1001	Prepare to work safely in the construction industry.
CPCCCM2006	Apply basic levelling procedures
CPCCOM1014	Conduct workplace communication.
CPCCOM2001	Read and interpret plans and specifications.

FUTURE CAREER PATHWAYS

Carpenter
 Concreter estimator
 Water-proofer
 Tiler
 Construction
 Builder- Bricklayer
 Painter
 Plasterer
 Trades' Assistant

AUR20720 CERTIFICATE II in AUTOMOTIVE VOCATIONAL PREPARATION

National recognized Certificate II qualification.

This accredited pre-trade qualification is designed to give you an insight into the automotive sector. Learn skills that will make you a valuable member of any automotive workshop and fast track your chance for a trade apprenticeship or traineeship. You will learn to remove & replace brake assemblies; strip & reassemble engine assemblies; carry out electrical circuit testing; use, maintain & identify tools & equipment; carry out cooling system diagnosis; workplace health & safety.



RTO	31175 Gold Coast Trades College (Currumbin Waters)
COST:	\$0 for eligible participants under Vocational Education in Schools (VETiS*) funded by the Queensland Government
PREREQUISITES:	None
DELIVERY:	This course is delivered over 2 school terms (1 day a week, plus self-paced study) starting In Term 3 Year 10. Gold Coast Trades College supply a FREE bus service pick up and drop off from Varsity station. Hi-Vis Shirt and Steel cap boots compulsory. Steel capped boots must be purchased prior to starting. A FREE High-Vis shirt will be provided. Gold Coast Trades College provides FREE breakfast and FREE sausage sizzle lunch.
ASSESSMENT	Study mode is face to face and online. There are no special provisions available in certificate courses. Students require a laptop/tablet device. The theory component of the course is completed electronically on the Trade College's online platform Cloud. Practical assessments will be completed in the fully equipped campus workshops.
QCE	4 QCE credits when all units of competency are completed successfully. Failure to complete all assessments / competencies in a certificate course may affect a student's capacity to earn a QCE.
ATAR	This course does NOT contribute to an ATAR calculation.
APPLICATION	Through our Industry Liaison Officer in a timely manner. A USI number must be created at www.usi.gov.au , using the student's full legal name.

UNITS OF COMPETENCY

Units of competency [12]

AURAEA002	Follow environmental and sustainability best practice in an automotive workshop
AURAF103	Communicate effectively in an automotive workplace
AURAF104	Resolve routine problems in an automotive workplace
AURASA102	Follow safe working practices in an automotive workplace
AURETR103	Identify automotive electrical systems and components
AURLTA101	Identify automotive mechanical systems and components
AURTTK102	Use and maintain tools and equipment in an automotive workplace
AURBTA001	Remove and tag bicycle components
AURETR001	Remove and tag automotive electrical system components
AURETR115	Inspect, test and service batteries
AURTTCC004	Remove and replace radiators
AURTTJ003	Remove and replace wheel and tyre assemblies

FUTURE CAREER PATHWAYS

Mechanic
Auto electrician
Diesel fitter
Panel beater/spray painter
Tyre fitter/wheel aligner
Service technician
Automotive computer technician

52887WA CERTIFICATE II in PLUMBING

National recognized Certificate II qualification.

This accredited pre-trade qualification is designed to give you an insight into the plumbing industry. Learn skills that will make you a valuable member of any plumbing business and fast track your chance for a trade apprenticeship. Learn to use plumbing hand and power tools; work safely on roofs and heights; erect and dismantle restricted height scaffolding; safely handle and store plumbing materials; use oxy-acetylene welding equipment safely and effectively; understanding of the plumbing industry and its licensing levels and requirements.



RTO:	31175 Gold Coast Trades College (Currumbin Waters)
COST:	\$0 for eligible participants under Vocational Education in Schools (VETiS*) funded by the Queensland Government
PREREQUISITES:	None
DELIVERY:	This course is delivered over 4 school terms (1 day a week, this includes 80 hours vocational placement) from Term 2 Year 10. Gold Coast Trades College supply a FREE bus service pick up and drop off from Varsity station. Hi-Vis Shirt and Steel cap boots compulsory. Steel capped boots must be purchased prior to starting. A FREE High-Vis shirt will be provided. Gold Coast Trades College provides FREE breakfast and FREE sausage sizzle lunch.
ASSESSMENT:	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 certificate courses. Students require a laptop/tablet device. The theory component of the course is completed electronically on the Trade College's online platform Cloud. Practical assessments will be completed in the fully equipped campus workshops.
QCE:	4 QCE credits when all units of competency are completed successfully. Failure to complete all assessments / competencies in a certificate course may affect a student's capacity to earn a QCE.
ATAR:	This course does NOT contribute to an ATAR calculation.
APPLICATION:	Through our Industry Liaison Officer in a timely manner. A USI number must be created at www.usi.gov.au , using the student's full legal name.

UNITS OF COMPETENCY

Units of competency [18]

CPCWHS1001	Prepare to work safely in the construction industry
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCPCM2043	Carry out WHS requirements
CPCPCM2041	Work effectively in the plumbing services sector
HLTAID011	Provide first aid
CPCPCM2039	Carry out interactive workplace communication
CPCPCM2052	Weld mild steel using oxy-acetylene equipment
CPCPCM2045	Handle and store plumbing materials
CPCPCM2047	Carry out levelling
CPCCCM2008	Erect and dismantle restricted height scaffold
CPCPCM2048	Cut and join sheet metal
CPCCCM2012	Work safely at heights
CPCPCM2055	Work safely on roofs
CPCPCM2046	Use plumbing hand and power tools
CPCPCM3023	Fabricate and install non-ferrous pressure piping
ASBAWA201	Practice asbestos awareness in the construction industry
CPCPCM3024	Prepare simple drawing
RIIWHS202E	Enter and work in confined spaces
VPC080	Vocational placement

FUTURE CAREER PATHWAYS

Plumber
Roof Plumber
Gasfitter

UEE22020 CERTIFICATE II in ELECTROTECHNOLOGY

National recognized Certificate II qualification.

Learn how to read plans; calculate quantities; cut & join sheet metal; work safely at heights; hand & power tools, workplace health & safety. Successfully complete this nationally accredited pre-trade qualification with Gold Coast Trades College and kick start your career in the electrical sector. Learn skills that will make you a valuable member of any electrical business and fast track your chance for a trade apprenticeship or traineeship.



RTO 31175 Gold Coast Trades College (Currumbin Waters)

COST: \$0 for eligible participants under Vocational Education in Schools (VETiS*) funded by the Queensland Government

PREREQUISITES: ATAR subject General Math, C grade minimum.

DELIVERY: The course is delivered over 3 school terms (1 day per week plus self-paced study). Classes start at the beginning of Term 1, 2, 3 & 4. Gold Coast Trades College supply a FREE bus service pick up and drop off from Varsity station. Hi-Vis Shirt and Steel cap boots compulsory. **Steel capped boots must be purchased prior to starting.** A FREE High-Vis shirt will be provided. Gold Coast Trades College provides FREE breakfast and FREE sausage sizzle lunch.

ASSESSMENT There are no special provisions available in certificate courses. Students require a laptop/tablet device. The theory component of the course is completed electronically on the Trade College's online platform Cloud. Practical assessments will be completed in the fully equipped campus workshops.

QCE 4 QCE credits when all units of competency are completed successfully. Failure to complete all assessments / competencies in a certificate course may affect a

ATAR This course does NOT contribute to an ATAR calculation.

APPLICATION Through our Industry Liaison Officer in a timely manner. A USI number must be created at www.usi.gov.au, using the student's full legal name.

UNITS OF COMPETENCY

Units of competency [12]

CPCCWHS1001	Prepare to work safely in the construction industry
UEECD0007	Apply work health and safety regulations, codes and practices in the workplace
UEECD0008	Carry out preparatory energy sector work activities
UEECD0009	Carry out routine work activities in an energy sector environment
UEECD0019	Fabricate, assemble and dismantle utilities industry components
UEECD0020	Fix and secure electrotechnology equipment
UEECD0021	Identify and select components, accessories and materials for energy sector work activities
UEECD0038	Provide solutions and report on routine electrotechnology problems
UEECD0046	Solve problems in single path circuits
UEECD0052	Use routine equipment/plant/technologies in an energy sector environment
UEERE0001	Apply environmentally and sustainable procedures in the energy sector
UEERE0021	Provide basic sustainable energy solutions for energy reduction in residential premise

FUTURE CAREER PATHWAYS

Electrical Contractor
Computer aided automation technician
Electrical fitter
Switchboard fabricator
Linesman
Electronics technician
Lighting designer
Solar installer

SHB20121 CERTIFICATE II in RETAIL COSMETICS

National recognized Certificate II qualification.

This course provides students with the fundamental skills and knowledge necessary for entry-level roles in the cosmetics retail industry. This course covers areas such as make up fundamentals, communication within a team, demonstration of retail skincare, visual merchandising, hygiene practices, ethical procedures when using social media and other online platforms, retail sales procedures and stock handling. Overall, this course equips participants with the foundational expertise required to excel in retail roles within this dynamic and growing industry.



RTO 32220 The French Beauty Academy

COST: \$0 for eligible participants under Vocational Education in Schools (VETiS*) funded by the Queensland Government

PREREQUISITES: None

DELIVERY: This course is delivered over 38 weeks requiring attendance 1 day a week during Term times.

ASSESSMENT Assessment are competency based and involve real work scenarios and activities. These take place at school using a simulated salon work environment.

QCE 4 QCE credits when all units of competency are completed successfully. Failure to complete all assessments / competencies in a certificate course may affect a student's capacity to earn a QCE.

ATAR This course does NOT contribute to an ATAR calculation.

APPLICATION Through our Industry Liaison Officer in a timely manner. A USI number must be created at www.usi.gov.au, using the student's full legal name.

UNITS OF COMPETENCY

Units of competency [12]

SHBBMUP009	Design and apply make-up
CUAMUP411	Design, apply and remove make up
SHBBINF002	Maintain infection control standards
SHBXIND003	Comply with organisational requirements within a personal services environment
SHBXWHS003	Apply safe hygiene, health and work practices
BSBSUS211	Participate in sustainable work practices
SHBBCCS004	Demonstrate retail skin care products
SHBBCCS005	Advise on beauty products and services
SHBBRES003	Research and apply beauty industry information
SHBXCCS007	Conduct salon financial transactions
SHBXIND005	Communicate as part of a salon team
SIRRINV001	Receive and handle retail stock
SIRRMER001	Produce visual merchandise displays
SIRXIND003	Organise personal work requirements
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms

FUTURE CAREER PATHWAYS

Retail sales consultant in either a Department store, Salon or Make up boutique

Pharmacy Cosmetic Consultant

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

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 SETPLAN ALL students must make a choice of six subjects as per the VC Pathway requirements.

Timetable modifications will be addressed once a SAT is agreed and the probationary period has been completed.

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?

- Start from Term 3 Year 10, for students endorsed by school, 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. Apprenticeships cannot be completed while a student is at school and continue after Year 12 with employer agreement.

How do I get a SAT?

- First, you ask the ILO [Industry Liaison Officer] for an **Expression of Interest [EOI]** form, attach a resume and hand it in.
- 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.

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.

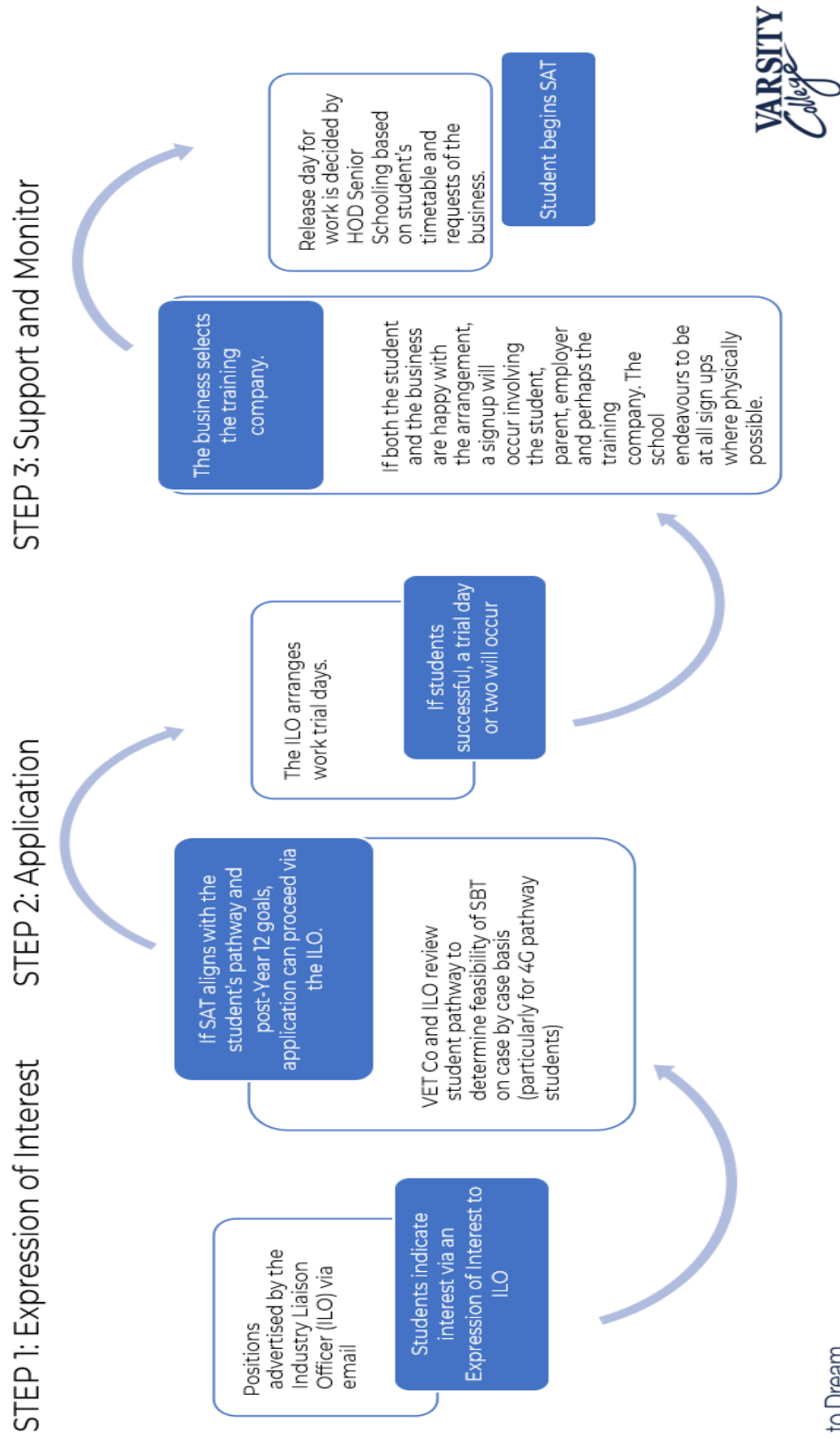
What are my school responsibilities? You must:

- 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

I am a Vocational PLUS student. Will a SAT contribute to my ATAR?

Your ATAR is calculated on 4 General subjects PLUS the best result from an Applied Subject or a Certificate III level qualification. So, yes, your Certificate III traineeship may contribute to your ATAR. A Certificate II qualification will not.

Application Process for SAT



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