



Senior Subject Handbook

Year 11 (2024) and Year 12 (2025)

***Subject information, Certificate courses and fees are correct at 23/03/23 and are subject to change.**

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Introduction

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.

6G 6 General Subjects

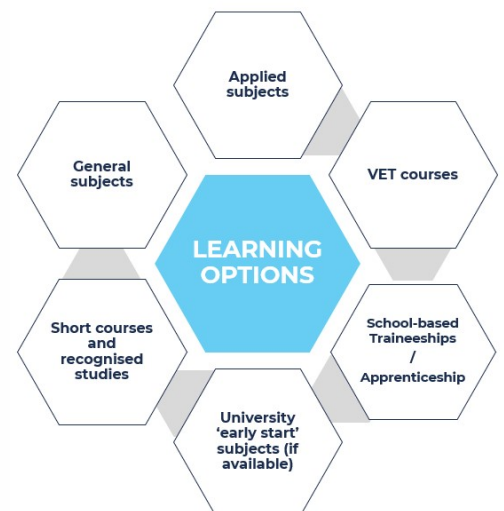
5G 5 General Subjects plus one Applied Subject or VET course.

4G 4 General Subjects plus two from Applied Subjects / VET courses / School Based Traineeship or Apprenticeship (SAT)

Personalised Pathway 6 selections from Applied Subjects / VET courses / SAT

Other subjects

- Students who study Essential English in Year 10 will complete the Short Course in Literacy.
- University 'early start' subjects may be available in Year 12.
- If a General subject is not available at Varsity College, students may have the opportunity to study a subject through Distance Education or enrol in a Senior External Examination (SEE) in year 12.



Subjects Available

General Subjects

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

Applied Subjects

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

Certificate Courses Available on Campus

Certificate II Skills for Work and Vocational Pathways
 Certificate II Sport & Recreation/Certificate III Fitness - NB: Incompatible with Sport & Rec Applied
 Certificate III in Aviation (Remote Pilot) – NB: General Maths minimum
 Certificate IV in Crime and Justice Studies
 Diploma of Business – NB: Academic entry requirements

Certificate Courses Available off Campus

Off-campus Gold Coast Trade College
 School based Traineeship/Apprenticeship (SAT) *
 TAFE and external RTO course offerings as approved by the school

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 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 can be studied concurrently in the 6G and 5G pathways
- ❖ Mathematical Methods should be studied with both Physics and Specialist Mathematics – Complimentary content
- ❖ Physical Education and Sport and Recreation should not be studied concurrently.
- ❖ Sport and Recreation and Cert II Sport & Recreation / Certificate III Fitness cannot be studied together– Duplication of learning for QCE
- ❖ Visual Art and Arts in Practice should not be studied concurrently
- ❖ Only **ONE** VETiS (VET in Schools) qualification may be selected – unless there is a Fee for Service (FFS) option.
- ❖ Business Studies (Applied Subject) and Diploma of Business (or Certificate III Business traineeships) cannot be studied concurrently – Duplication of Learning
- ❖ 4G and 5G 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.

6G Pathway



The 6G 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 6G Pathway aspire to enter high demand and competitive university courses after completing Year 12. It is important that students in a 6G 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 6G 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).



5G And 4G Pathways



The 5G and 4G Pathways are designed for students who enjoy academic rigour but would prefer a reduced academic workload. Typically, students on this pathway want to enter university courses that are less competitive in regards to ATAR entry requirements. Students may choose to study one of these pathways so they can attain a VET qualification or complete a SAT.

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

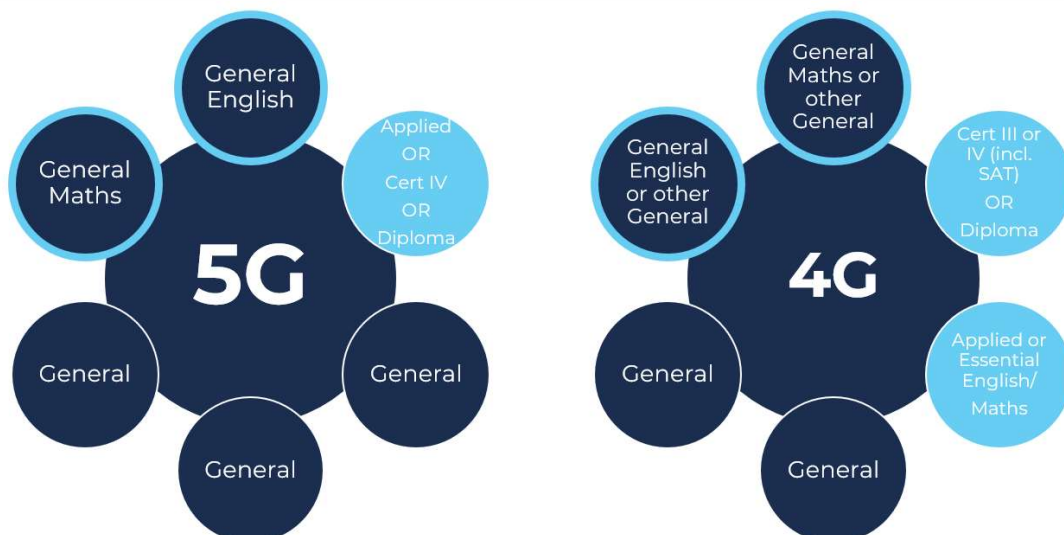
Students on a **4G** Pathway study **4 General subjects PLUS TWO** from either **Applied subjects, Certificate III (Including School-Based Traineeship), Certificate IV, or Diploma** level qualification.

Compulsory subjects:

- **5G:** General English **4G:** General English or Essential English (Year 10 levels of achievement considered)
- **5G:** General Mathematics / Mathematical Methods (Year 10 levels of achievement considered)
- **4G:** General Mathematics or Essential Mathematics
- Preferably one course of study at Certificate 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.



Personalised Pathway



The Personalised 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 **Personalised** Pathway study **6 subjects** from either **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
- At least one Certificate course of study: school-based Cert II (VETiS**), Cert III (FFS*** or SAT***) or Cert IV (FFS***); or off-campus study at TAFE/other venue with a Registered Training Organisation.

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.

** 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]

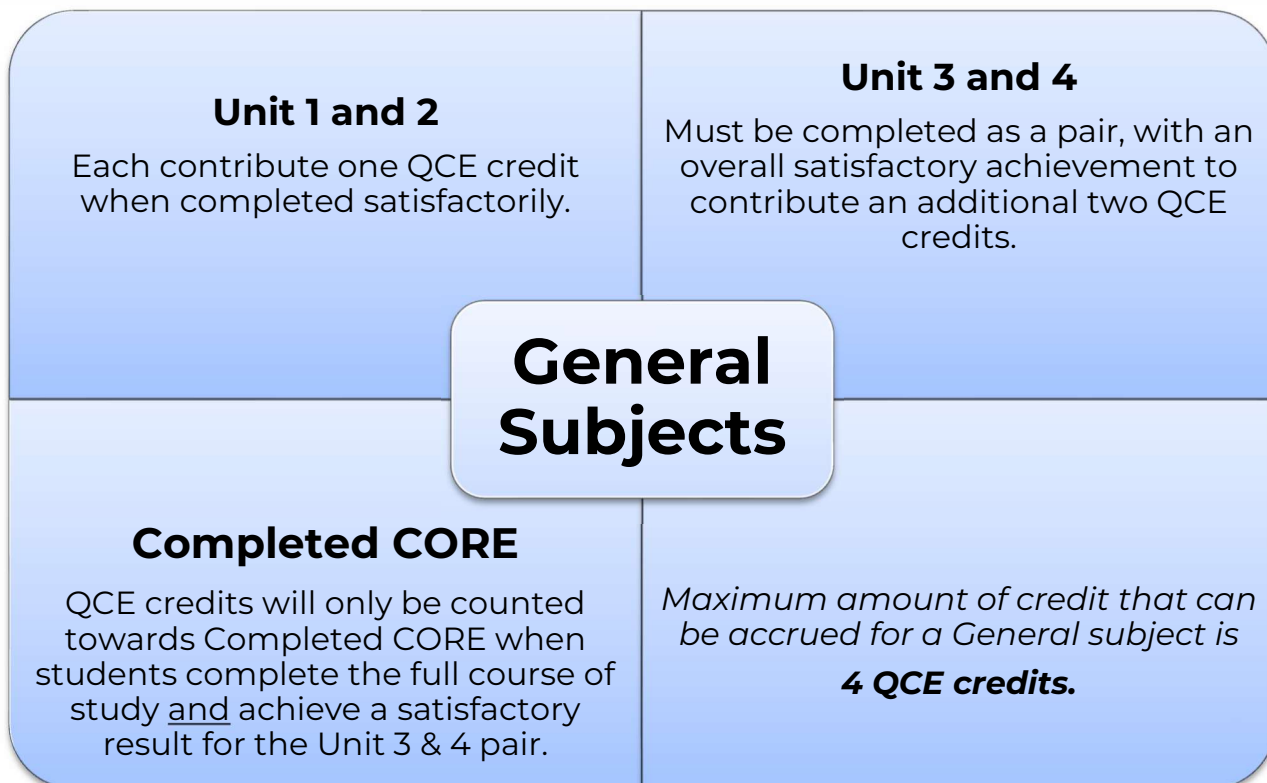
**** SAT School-based Traineeship or Apprenticeship (funded by government schemes)

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.

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**

ACCOUNTING

PREREQUISITE: B in Year 10 Accounting

Rationale

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses and individuals.

When students study this subject, they develop an understanding of the essential role accounting plays in the successful performance of any organisation. Students learn fundamental accounting concepts in order to develop an understanding of accrual accounting, managerial and accounting controls, internal and external financial statements, and ratio analysis.

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources.

FUTURE CAREER PATHWAYS

*Medicine
Forensics
Veterinary
Marine Biology
Agriculture
Biotechnology
Environmental Scientist
Conservation*

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>Real world accounting</p> <p>Topic 1: Accounting for a service business – cash, accounts receivable, accounts payable and no GST</p> <p>Topic 2: End-of-month reporting for a service business</p>	<p>Management effectiveness</p> <p>Topic 1: Accounting for a trading GST business</p> <p>Topic 2: End-of-year reporting for a trading GST business</p>	<p>Monitoring a business</p> <p>Topic 1: Managing resources for a trading GST business; non-current assets</p> <p>Topic 2: Fully classified financial statement reporting for a trading GST business</p>	<p>Accounting: the big picture</p> <p>Topic 1: Cash management</p> <p>Topic 2: Complete accounting process for a trading GST business</p> <p>Topic 3: Performance analysis of a listed public company</p>
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
<p>Formative internal assessment/s</p> <p>Examination: combination response</p>	<p>Formative internal assessment/s</p> <p>Examination: combination response</p> <p>Project</p>	<p>Summative internal assessment</p> <p>Examination: combination response (25%)</p> <p>Summative internal assessment</p> <p>Examination: combination response (25%)</p>	<p>Summative internal assessment</p> <p>Project: cash management (25%)</p> <p>Summative external assessment</p> <p>Examination: short response (25%)</p>

**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
<p>Cells and multicellular organisms</p> <p>Topic 1: Cells as the basis of life</p> <p>Topic 2: Multicellular organisms</p> <p>Students study stem cells, breathing, digestion and plants.</p>	<p>Maintaining the internal environment</p> <p>Topic 1: Homeostasis</p> <p>Topic 2: Infectious disease</p> <p>Students study the body's natural balance.</p>	<p>Biodiversity and the inter-connectedness of life</p> <p>Topic 1: Describing biodiversity</p> <p>Topic 2: Ecosystem dynamics</p> <p>Students study food webs, habitats, Australian ecosystems, pollution, deforestation and natural disasters.</p>	<p>Heredity and continuity of life</p> <p>Topic 1: DNA, genes and the continuity of life</p> <p>Topic 2: Continuity of life on Earth</p> <p>Students study the science of inheritance, biotechnology and evolution.</p>
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
<p>Formative internal assessment/s</p> <p>Examination</p> <p>Student experiment</p>	<p>Formative internal assessment/s</p> <p>Research investigation</p> <p>Examination</p>	<p>Summative internal assessment</p> <p>Data test (10%)</p> <p>Summative internal assessment</p> <p>Student experiment (20%)</p>	<p>Summative internal assessment</p> <p>Research investigation (20%)</p> <p>Summative external assessment</p> <p>Examination (50%)</p>

**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 Topic 2: properties and structure of materials 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 Students study the body's natural balance.	Equilibrium, acids and redox reactions Topic 1: Chemical equilibrium systems, acids, bases and the pH scale Topic 2: Oxidations and reduction, the chemistry of metals and using reactions to generate electricity	Structure, synthesis and design Topic 1: Properties and structure of organic materials: proteins, fats carbohydrates, plastics and other everyday materials Topic 2: Chemical synthesis and design; modern methods used in the 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 2: Education	Topic 1: Travel Topic 2: Technology and media Topic 3: The contribution of Chinese culture to the world	Topic 1: Roles and relationships Topic 2: Socialising and connecting with peers Topic 3: Individuals in society	Topic 1: Finishing secondary school Topic 2: Plans and reflections 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
<p>Creating with code</p> <p>Topic 1: Understanding digital problems</p> <p>Topic 2: User experiences and interfaces</p> <p>Topic 3: Algorithms and programming techniques</p> <p>Topic 4: Programmed solutions</p>	<p>Application and data solutions</p> <p>Topic 1: Data-driven problems and solution requirements</p> <p>Topic 2: Data and programming techniques</p> <p>Topic 3: Prototype data solutions</p>	<p>Digital innovation</p> <p>Topic 1: Interactions between users, data and digital systems</p> <p>Topic 2: Real-world problems and solution requirements</p> <p>Topic 3: Innovative digital solutions</p>	<p>Digital impacts</p> <p>Topic 1: Digital methods for exchanging data:</p> <p>Topic 2: Complex digital data exchange problems and solution requirements</p> <p>Topic 3: Prototype digital data exchanges</p>
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
<p>Formative internal assessment/s</p> <p>Investigation: technical proposal</p> <p>Project: digital solution</p>	<p>Formative internal assessment/s</p> <p>Project: digital solution</p>	<p>Summative internal assessment</p> <p>Investigation: technical proposal (20%)</p> <p>Summative internal assessment</p> <p>Project: digital solution (30%)</p>	<p>Summative internal assessment</p> <p>Project: folio (25%)</p> <p>Summative external assessment</p> <p>Examination: (25%)</p>

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

**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
<p>Markets and models</p> <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>Modified markets</p> <p>Topic 1: Markets and efficiency</p> <ul style="list-style-type: none"> -Market failure 	<p>International economics</p> <p>Topic 1: the global economy</p> <ul style="list-style-type: none"> - International trade - Australia's place in the global economy <p>Topic 2: International economic issues</p> <ul style="list-style-type: none"> -Australia's trade relationships 	<p>Contemporary macro economics</p> <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 management</p> <ul style="list-style-type: none"> - Policy choices in response to data - Demand management (fiscal and monetary policy) - Supply-side policies
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
<p>Formative internal assessment/s</p> <p>Examination: Combination response</p> <p>Investigation: Research report</p>	<p>Formative internal assessment/s</p> <p>Examination: Extended response to stimulus</p>	<p>Summative internal assessment</p> <p>Examination: Combination response (25%)</p> <p>Summative internal assessment</p> <p>Investigation: Research report (25%)</p>	<p>Summative internal assessment</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 in practical real-world contexts, where students solve complex, open-ended problems through problem-based learning. They identify engineering problems, set success criteria, generate ideas, predict and refine prototype solutions, and evaluate their decisions' economic, environmental, and societal sustainability.

The problem-based learning approach encourages independent learning, collaboration, and management skills development. Students acquire transferrable 21st-century skills, such as critical thinking, creativity, communication, teamwork, personal and social skills, and ICT competencies, to support their aspirations. Engineering also inspires students to be adaptable, resilient, and appreciate the engineer's role in improving people's lives in an increasingly complex technological world.

FUTURE CAREER PATHWAYS

*Engineering
Built environment
Industrial design
Applied Sciences
Technology*

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Emerging technologies Topic 1: Emerging needs Topic 2: Emerging processes and machinery Topic 3: Emerging materials Topic 4: Exploring autonomy	Engineering fundamental and society Topic 1: Engineering history Topic 2: The problem-solving process in engineering Topic 3: Engineering communication Topic 4: Introduction to engineering mechanics Topic 5: Introduction to engineering materials	Statics of structure and environmental considerations Topic 1: Application of the problem-solving process in Engineering Topic 2: Civil structures and the environment Topic 3: Civil structures, materials and forces	Machines and mechanisms Topic 1: Machines in society Topic 2: Materials- investigate in depth the properties of engineering materials. Task 3: Machine control
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment/s Examination	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 who studied Essential English in Year 10 cannot enrol in General English.

****STUDENTS MUST PASS BOTH UNITS 3 & 4 OF GENERAL ENGLISH TO ATTAIN AN ATAR****

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
<p>Perspectives and texts Topic 1: Students critically examine Arthur Miller's play 'The Crucible' and analyse its key themes and representations</p> <p>Topic 2: Students view and comprehend a range of Australian films, focusing on character construction and social content.</p>	<p>Texts and culture Topic 1: 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.</p>	<p>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.</p> <p>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</p>	<p>Close study of literary texts Topic 1: Students will view and comprehend a range of international films, focusing on character construction and social content.</p> <p>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.</p>
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
<p>Formative internal assessment/s Unseen analytical essay under exam conditions 800-1000 words</p> <p>Formative internal assessment Seen monologue written under exam conditions 800-1000 word</p>	<p>Formative internal assessment/s Drafted discursive essay of 1000-1500 words</p>	<p>Summative internal assessment Drafted discursive essay of 1000-1500 words (25%)</p> <p>Summative internal assessment Drafted persuasive speech delivered in front of peers 5-8 minutes (25%)</p>	<p>Summative internal assessment Unseen monologue written under exam conditions 800-1000 word (25%)</p> <p>Summative external assessment Examination: analytical written response (25%)</p>

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
<p>Foundation</p> <p>Topic 1: Tools and associated processes used to create meaning</p> <p>Topic 2: Institutional practices influenced by social, political and economic factors</p> <p>Topic 3 Signs and symbols, codes and conventions create meaning?</p>	<p>Story forms</p> <p>Topic 1: Representations function in story forms</p> <p>Topic 2: Relationship between story forms and meaning change in different contexts</p> <p>Topic 3: Media languages used to construct stories</p>	<p>Participation</p> <p>Topic 1: Technologies How do technologies enable or constrain participation?</p> <p>Topic 2: Contexts and purposes impact the participation of individuals and cultural groups</p> <p>Topic 3: Participation in institutional practices influenced by social, political and economic factors</p>	<p>Identity</p> <p>Topic 1: Media artists experiment with technological practices</p> <p>Topic 2: Media artists portray people, places, events, ideas and emotions</p> <p>Topic 3: Media artists use signs, symbols, codes and conventions in experimental ways to create meaning</p>
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
<p>Formative internal assessment/s</p> <p>Foundation film project</p> <p>Part A: Pre-production Treatment and Storyboard</p> <p>Part B: Post-production filming and editing</p> <p>Examination</p>	<p>Formative internal assessment/s</p> <p>Genre specific film project</p> <p>Part A: Pre-production Treatment</p> <p>Part B: Post-production filming and editing</p>	<p>Summative internal assessment</p> <p>Analytical essay based on research (15%)</p> <p>Summative internal assessment</p> <p>Foundation film project (25%)</p> <p>Part A: Pre-production Treatment and storyboard</p> <p>Part B: Post-production filming and editing</p>	<p>Summative internal assessment</p> <p>Genre specific film project (35%)</p> <p>Part A: Pre-production Treatment</p> <p>Part B Post-production filming and editing</p> <p>Summative external assessment</p> <p>Examination (25%)</p>

**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
<p>Responding to risk and vulnerability in hazard zones</p> <p>Topic 1: Natural hazard zones - Floods</p>	<p>Planning sustainable places</p> <p>Topic 1: Responding to challenges facing a place in Australia – Fraser Island*</p> <p>Topic 2: Managing the challenges facing a megacity</p> <p><i>*Field excursion cost approx. \$500</i></p>	<p>Responding to land cover transformations</p> <p>Topic 1: Responding to local land cover transformations – coasts</p> <p>Topic 2: Land cover transformations and climate change</p>	<p>Managing population change</p> <p>Topic 1: Population challenges in Australia- internal migration in Australia</p> <p>Topic 2: Global population change – country by country comparison</p>
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
<p>Formative internal assessment/s</p> <p>Examination: Combination response</p>	<p>Formative internal assessment/s</p> <p>Investigation: Field report</p> <p>Investigation: Data report</p>	<p>Summative internal assessment</p> <p>Examination: Combination response (25%)</p> <p>Summative internal assessment</p> <p>Investigation: Field report (25%)</p>	<p>Summative internal assessment</p> <p>Investigation: Data report (25%)</p> <p>Summative external assessment</p> <p>Examination: Combination response (25%)</p>

**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
<p>Methods, measurement and relations Topic 1: Consumer arithmetic</p> <p>Topic 2: Shape and measurement</p> <p>Topic 3: linear equations and their graphs</p>	<p>Applied trigonometry, algebra, matrices and univariate data Topic 1: Applications of trigonometry</p> <p>Topic 2: Algebra and matrices</p> <p>Topic 3: Univariate data analysis</p>	<p>Bivariate data, sequences and change, Earth geometry Topic 1: Bivariate data analysis</p> <p>Topic 2: Time series analysis</p> <p>Topic 3: Growth and decay in sequences</p> <p>Topic 4: Earth geometry and time zones</p>	<p>Investing and networking Topic 1: Loans, investments and annuities</p> <p>Topic 2: Graphs and networks</p> <p>Topic 3: Networks and decision Mathematics</p>
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
<p>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).</p> <p>Examination: Assesses all Unit 1 topics</p>	<p>Formative internal assessment/s Examination: Assesses all Unit 2 topics</p>	<p>Summative internal assessment Problem-solving and modelling task (20%)</p> <p>Summative internal assessment Examination: (15%) Assesses all Unit 3 topics</p>	<p>Summative internal assessment Examination (15%) Assesses all Unit 4 topics</p> <p>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.</p>

**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
<p>Algebra, statistics and functions</p> <p>Topic 1: Arithmetic and geometric sequences and series 1</p> <p>Topic 2: Functions and graphs</p> <p>Topic 3: Counting and probability</p> <p>Topic 4: Exponential functions 1</p> <p>Topic 5 Arithmetic and geometric sequences and series 2</p>	<p>Calculus and further functions</p> <p>Topic 1: Exponential functions 2</p> <p>Topic 2: The logarithmic function 1</p> <p>Topic 3: Trigonometric functions 1</p> <p>Topic 4: Introduction to differential calculus</p> <p>Topic 5: Further differentiation and applications 1</p> <p>Topic 6: Discrete random variables 1</p>	<p>Further Calculus</p> <p>Topic 1: The logarithmic function 2</p> <p>Topic 2: Further differentiation and applications 2</p> <p>Topic 3: Integrals</p>	<p>Further functions and statistics</p> <p>Topic 1: Further differentiation and application 3</p> <p>Topic 2: Trigonometric functions 2</p> <p>Topic 3: Discrete random variables 2</p> <p>Topic 4: Continuous random variables and the normal distribution</p> <p>Topic 5: Interval estimates for proportions</p>
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
<p>Formative internal assessment/s</p> <p>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).</p> <p>Examination: Assesses all Unit 1 topics</p>	<p>Formative internal assessment/s</p> <p>Examination: Assesses all Unit 2 topics</p>	<p>Summative internal assessment</p> <p>Problem-solving and modelling task (20%)</p> <p>Summative internal assessment</p> <p>Examination: (15%) Assesses all Unit 3 topics</p>	<p>Summative internal assessment</p> <p>Examination (15%) Assesses all Unit 4 topics</p> <p>Summative external assessment</p> <p>Examination: (50%)</p> <p>Assesses all Unit 3 and 4 topics. Content from Unit 1 and 2 are considered to be assumed knowledge and may be drawn upon.</p>

**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
<p>Combinatorics, vectors and proof</p> <p>Topic 1: Combinatorics</p> <p>Topic 2: Vectors in the plane</p> <p>Topic 3: Introduction to proof</p>	<p>Complex numbers, trigonometry, functions and matrices</p> <p>Topic 1: Complex numbers 1</p> <p>Topic 2: Trigonometry and functions</p> <p>Topic 3: Matrices</p>	<p>Mathematical induction, and further vectors, matrices and complex numbers</p> <p>Topic 1: Proof by mathematical induction</p> <p>Topic 2: Vectors and matrices</p> <p>Topic 3: Complex numbers 2</p>	<p>Further calculus and statistical inference</p> <p>Topic 1: Integration and applications of integration</p> <p>Topic 2: Rates of change and differential equations</p> <p>Topic 3: Statistical inference</p>
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
<p>Formative internal assessment/s</p> <p>Examination: Assesses all Unit 1 topics</p>	<p>Formative internal assessment/s</p> <p>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).</p>	<p>Summative internal assessment</p> <p>Problem-solving and modelling task PSMT (20%)</p> <p>Summative internal assessment</p> <p>Examination (15%): Assesses all Unit 3 topics</p>	<p>Summative internal assessment</p> <p>Examination (15%): Assesses all Unit 4 topics</p> <p>Summative external assessment</p> <p>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.</p>

**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</p> <p>Aspect of the topic: Significance of Imperialism in the events leading to World War I</p> <p>Topic 2: Australian Indigenous rights movement since 1967</p> <p>Aspect of the topic: Significance of the 'Mabo case' to indigenous land rights</p>	<p>Topic 1: Russian Revolution 1905–1920s</p> <p>Aspect of the topic: Role of communism during the February and October Russian Revolutions in 1917</p>	<p>Topic 1: Germany 1914–1945</p> <p>Aspect of the topic: Adolf Hitler's consolidation of power between 1933-1945</p> <p>Topic 2: Israel, 1948–1993</p> <p>Aspect of the topic: Role of the United Nations in the emergence of the Israeli state in 1948</p>	<p>Topic 1: Cold War 1945-1991</p> <p>Aspect of the topic: How did ideological conflict post World War II shape the modern world?</p> <p>Topic 2: Australian engagement with Asia since 1945</p> <p>Aspect of topic: Australia's involvement in the Vietnam War</p>
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
<p>Formative internal assessment/s</p> <p>Examination: short responses to historical sources</p> <p>Examination: essay in response to historical sources</p>	<p>Formative internal assessment/s</p> <p>Investigation: historical essay based on research</p>	<p>Summative internal assessment</p> <p>Investigation: independent source investigation (25%)</p> <p>Summative internal assessment</p> <p>Examination: essay in response to historical sources (25%)</p>	<p>Summative internal assessment</p> <p>Investigation: historical essay based on research (25%)</p> <p>Summative external assessment</p> <p>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
<p>Designs</p> <p>Topic: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition</p>	<p>Identities</p> <p>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?</p>	<p>Innovations</p> <p>Topic: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p>	<p>Narratives</p> <p>Topic: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p>
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
<p>Formative internal assessment/s</p> <p>Performance</p>	<p>Formative internal assessment/s</p> <p>Integrated project (composition)</p> <p>Part A: Musicology Research Part B: Composition (informed by Musicology)</p> <p>Examination</p>	<p>Summative internal assessment</p> <p>Performance (20%)</p> <p>Summative internal assessment</p> <p>Composition (20%)</p>	<p>Summative internal assessment</p> <p>Integrated project (35%)</p> <p>Part A: Musicology Research Part B: Student choice – Composition or Performance (informed by Musicology)</p> <p>Summative external assessment</p> <p>Examination (25%)</p>

**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

Exercise science, Biomechanics, 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
<p>Motor learning, functional anatomy, biomechanics and physical activity</p> <p>Topic 1: Motor learning integrated with a selected physical activity</p> <p>Topic 2: Functional anatomy and biomechanics integrated with a selected physical activity</p>	<p>Sport psychology, equity and physical activity</p> <p>Topic 1: Sport psychology integrated with a selected physical activity</p> <p>Topic 2: Equity – barriers and enablers</p>	<p>Tactical awareness, ethics and integrity, and physical activity</p> <p>Topic 1: Tactical awareness integrated with one selected 'invasion' or 'net and court' physical activity</p> <p>Topic 2: Ethics and integrity</p>	<p>Energy, fitness and training, and physical activity</p> <p>Topic 1: Energy, fitness and training integrated with one selected 'invasion', 'net and court' or 'performance' physical activity</p>
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
<p>Formative internal assessment/s</p> <p>Examination: combination response</p> <p>Project: folio</p>	<p>Formative internal assessment/s</p> <p>Investigation report</p>	<p>Summative internal assessment</p> <p>Project: folio (25%)</p> <p>Summative internal assessment</p> <p>Investigation: report (20%)</p>	<p>Summative internal assessment</p> <p>Project: folio (30%)</p> <p>Summative external assessment</p> <p>Examination: combination response (25%)</p>

**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
Statistician*

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 Topic 2: Ionising radiation and nuclear reactions Topic 3: Electrical circuits	Linear motion and waves Topic 1: Linear motion and force: speed, acceleration, energy and Newton's Laws Topic 2: Waves: sound and light	Gravity and electromagnetism Topic 1: Gravity and Motion Topic 2: Electromagnetism: electricity, magnets, electric motors and forces	Revolutions in modern physics Topic 1: Special Relativity: theoretical topic where the speed of light is the only constant in the universe Topic 2: Quantum Theory: modern understandings of the atom Topic 3: The Standard Model: cutting edge research into particle physics
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.

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

FUTURE CAREER PATHWAYS

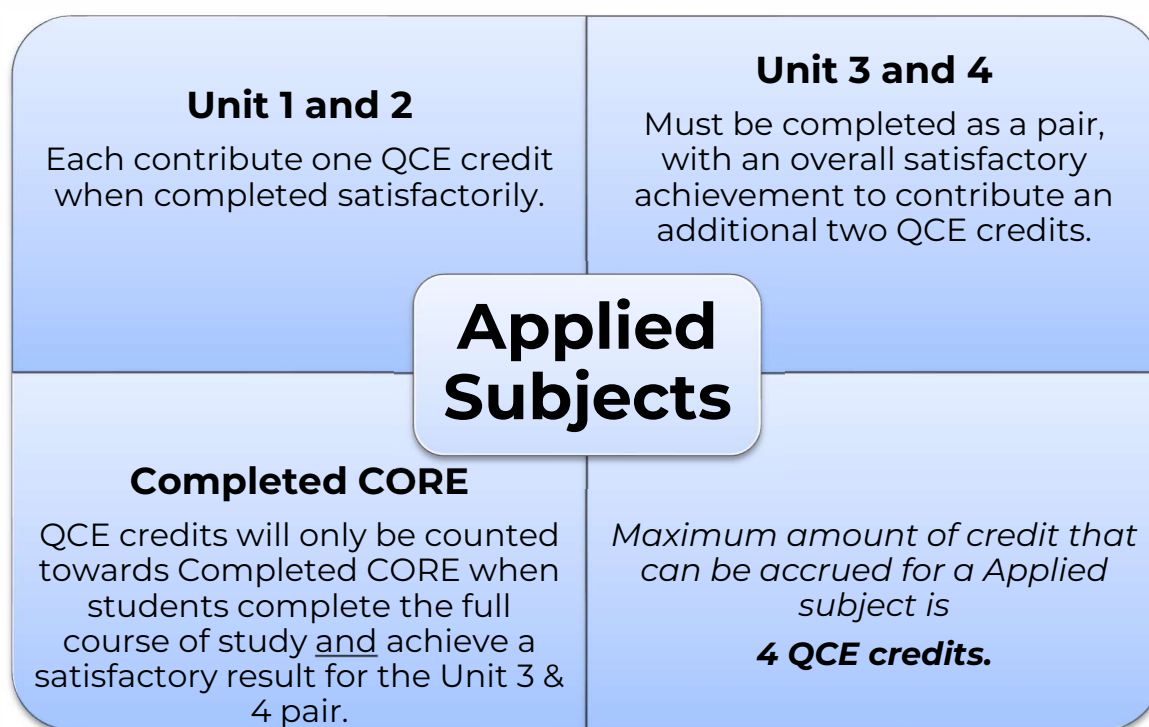
*Artist
Art therapist
Art teacher
Graphic/Fashion/interior/
costume/web design
Game designer
Photographer
Animator
Cartoonist*

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>Art as lens Concept: lenses to explore the material world</p> <p>Contexts: personal and contemporary</p> <p>Focus: People, place, objects</p> <p>Media: 2D, 3D, and Time based</p>	<p>Art as code Concept: art as a coded visual language</p> <p>Contexts: formal and cultural</p> <p>Focus: Codes, symbols, signs and art conventions</p> <p>Media: 2D, 3D, and time-based</p>	<p>Art as knowledge Concept: constructing knowledge as artist and audience</p> <p>Contexts: contemporary, personal, cultural and/or formal</p> <p>Focus: student-directed</p> <p>Media: student-directed</p>	<p>Art as alternate Concept: evolving alternate representations and meaning</p> <p>Contexts: contemporary and personal, cultural and/or formal</p> <p>Focus: continued exploration or Unit 3 student-directed focus</p> <p>Media: student-directed</p>
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
<p>Formative internal assessment/s Investigation: inquiry phase: Folio of artworks and research</p>	<p>Formative internal assessment/s Project: inquiry phase: Resolved Artwork/s Artist statement/s Supporting evidence</p> <p>Examination</p>	<p>Summative internal assessment Investigation: inquiry phase (15%) Written research report</p> <p>Summative internal assessment Project: inquiry phase (25%) Resolved Artwork/s Artist statement/s Supporting evidence</p>	<p>Summative internal assessment Project: inquiry phase (35%) Resolved Artwork/s Artist statement/s Supporting evidence</p> <p>Summative external assessment Examination (25%)</p>

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	Unit D: Working in marketing	Unit B: Working in finance	Unit F: Entrepreneurship
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment	Formative internal assessment	Summative internal assessment	Summative internal assessment
Extended Response	Extended Response	Extended Response	Extended Response
Project	Project	Project	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.
****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
<p>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.</p> <p>Students then examine the tourism industry both local and international and learn how to communicate effectively and appropriately with service providers.</p>	<p>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.</p> <p>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.</p>	<p>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.</p>	<p>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.</p> <p>They will then explore films and mockumentaries in class and interpret how different Australian social groups are represented in each of these texts.</p>
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
<p>Formative internal assessment Persuasive job application – spoken, 4-6 minutes</p> <p>Formative internal assessment Extended written response - exam 500 words</p>	<p>Formative internal assessment multimodal presentation 4-6 minutes</p> <p>Formative internal assessment Extended written response Seen exam 500-800 words</p>	<p>Summative internal assessment Persuasive speech on a topic of student's choice 4-6 minutes</p> <p>Summative internal assessment Common Internal Assessment: CIA* exam set by QCAA</p>	<p>Summative internal assessment Persuasive pitch - spoken 4-6 minutes</p> <p>Summative internal assessment Extended written response 500-800 words</p>

**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
<p>Number, data and graphs</p> <p>Topic 1: Number</p> <p>Topic 2: Representing data</p> <p>Topic 3: Graphs</p>	<p>Money, travel and data</p> <p>Topic 1: Managing money</p> <p>Topic 2: Time and motion</p> <p>Topic 3: Data collection</p>	<p>Measurement, scales and data</p> <p>Topic 1: Measurement</p> <p>Topic 2: Scales, plans and models</p> <p>Topic 3: Summarising and comparing data</p>	<p>Graphs, chance and loans</p> <p>Topic 1: Bivariate graphs</p> <p>Topic 2: Probability and relative frequencies</p> <p>Topic 3: Loans and compound interest</p>
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
<p>Formative internal assessment</p> <p>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).</p> <p>Examination: Assesses all Unit 1 topics</p>	<p>Formative internal assessment</p> <p>Examination: Assesses all Unit 2 topics</p>	<p>Summative internal assessment</p> <p>Problem-solving and modelling task</p> <p>Summative internal assessment</p> <p>Common internal assessment written by the QCAA. Assesses all Unit 3 topics</p>	<p>Summative internal assessment</p> <p>Problem-solving and modelling task</p> <p>Summative internal assessment</p> <p>Examination: Assesses all Unit 4 topics</p>

**QCAA APPLIED
SUBJECT**

HOSPITALITY PRACTICES

PREREQUISITE: None

Rationale

Students explore the hospitality industry through the context of café culture, food trends, bar and barista basics, including beverage and food production and service. Students learn to recognise and apply industry practices; meet customer expectations; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events.

Hospitality tasks relate to industry which promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

FUTURE CAREER PATHWAYS

*Catering
Hospitality
Hotel, event and tourism
management
Accommodation and
entertainment*

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>Introduction to the Hospitality industry</p> <p>Topic 1: Hygiene and safety within a kitchen environment</p> <p>Topic 2: Recipe modification for dietary needs with a focus working safely and effectively to produce baked goods</p> <p>Topic 3: The Hospitality industry: industry sectors and employability skills</p> <p>Topic 4: Café food. Producing and presenting quality café style meals</p>	<p>New beverage culture</p> <p>Topic 1: Hot and cold beverages produced to industry standards</p> <p>Topic 2: Preparing and serving espresso coffee</p> <p>Topic 3: Customer service: how to serve and interact effectively with customers</p>	<p>Cultural and societal awareness</p> <p>Topic 1: Cultural considerations when working in diverse working environments (customers and co-workers) in Hospitality settings</p> <p>Topic 2: Food trucks and street food. Productions and presentations of a range of multicultural street foods suitable to be served in a food truck</p>	<p>Food production and sustainability</p> <p>Topic 1: Impact of food production and transportation</p> <p>Topic 2: Reducing food wastage</p> <p>Topic 3: Seasonal produce</p> <p>Topic 4: Soups and salads</p>
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
<p>Formative internal assessment</p> <p>Written Extended Response: hygiene and safety in the kitchen</p> <p>Practical and written project: event simulation - Café V Menu</p>	<p>Formative internal assessment</p> <p>Project: Real-life Café V cold beverages: practical and written</p> <p>Short response exam: preparing and serving espresso coffee</p>	<p>Summative internal assessment</p> <p>Extended written response cultural and societal awareness</p> <p>Practical and written project: event simulation - multicultural food trucks</p>	<p>Summative internal assessment</p> <p>Practical and written project: real-life event – seasonal soup kitchen</p> <p>Spoken extended response: reducing food wastage</p>

**QCAA APPLIED
SUBJECT**

INDUSTRIAL GRAPHIC SKILLS

PREREQUISITE: None

Rationale

The study of Industrial Graphics Skills involves learning about the practices and processes used by industries to manage drawing production to manufacture products. This includes developing the drawing skills and procedures needed to produce technical drawings and graphical representations specific to each industry. Through various learning contexts, students apply these industry practices and drawing production processes to demonstrate their knowledge and skills. This is done through individual and collaborative learning experiences, where students work with each other to solve problems and complete practical tasks related to business and industry.

The aim of this applied learning is to equip students with transferable skills, including 21st century literacy and numeracy skills, that are relevant to employment opportunities in the building and construction, and engineering sectors. These skills include interpreting technical information and drawings, as well as selecting and demonstrating manual and computerized drawing techniques. The learning is tailored to meet local needs, available resources, and teacher expertise. The end goal is for students to be able to meet client expectations of drawing standards, and to be well-prepared for future careers in these industrial sectors.

FUTURE CAREER PATHWAYS

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

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>Product Manufacturing: magnesium wheel</p> <p>Topic 1: introduction to the practices of a drafts person working in the manufacturing industry</p> <p>Topic 2: develop working drawings and a 3D model of an automotive magnesium wheel</p> <p>Elective: Engineering drafting</p>	<p>Residential Housing: 2D, 3D drafting</p> <p>Topic 1: drafting of 2D and 3D working drawings that allow the construction of a display home</p> <p>Elective: Building and construction drafting</p>	<p>Engineering Drafting: small engines</p> <p>Topic 1: further develop the learning and understanding of industry practices used in creating technical drawings within the industrial design environment</p> <p>Topic 2: groups develops a full set of working drawings and 3D renders of a small engine</p> <p>Elective: Engineering drafting</p>	<p>Residential Housing: research task</p> <p>Topic 1: research and produce technical drawings of an award-winning architectural design, and create a display board for presentation</p> <p>Elective: Building and construction drafting</p>
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
<p>Formative internal assessment</p> <p>Project: multimodal digital portfolio</p>	<p>Formative internal assessment</p> <p>Practical demonstration</p>	<p>Summative internal assessment</p> <p>Practical demonstration</p> <p>Project: multimodal digital portfolio</p>	<p>Summative internal assessment</p> <p>Practical demonstration</p> <p>Project: multimodal digital portfolio</p>

**QCAA APPLIED
SUBJECT**

INDUSTRIAL TECHNOLOGY SKILLS

PREREQUISITE: None

Rationale

Technologies are crucial for enhancing quality of life and have a significant impact on society. Developing knowledge and skills in traditional and contemporary tools and materials used in manufacturing industries is vital in today's complex technological world. Manufacturing industries add value to enterprises and consumers by transforming raw materials into products that society wants. Industrial Technology Skills encompass the study of industry practices and production processes, preparing students for real-world scenarios.

Applied learning experiences enable students to develop transferable skills in interpreting technical information, selecting safe production processes, and communicating effectively. This leads to the development of literacy and numeracy skills relevant to various industries. Collaborative learning enables students to solve problems and complete practical work, thereby acquiring skills that meet local

FUTURE CAREER PATHWAYS

This course will help students interested in TAFE course/traineeships or apprenticeships
 Construction
 Carpentry
 Furniture making
 Fibre-glassing
 Manufacturing

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>Building and Construction – wall framing Topic 1: Constructing and erecting structures made from wood and metal</p> <p>Timber Fabrication – Chopping Board Topic 2: Using machines to cut, shape and mould wood into a functional form</p> <p>Elective: Carpentry, furniture-making</p>	<p>Basic Plastics Fabrication Topic 3: Focus on thermosetting plastics, fiberglass lay-ups</p> <p>Elective: Thermoplastics fabrication</p>	<p>Furniture Making Topic 4: Individual construction from a range of material and associated machining processes</p> <p>Elective: Furniture-making</p>	<p>Advanced – thermosetting plastics Topic 5: Focus on thermosetting plastics and the fabrication of components using different processes</p> <p>Elective: Thermosetting fabrication</p>
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
<p>Formative internal assessment</p> <p>Project: scale model wall framing / cottage domestic dwelling</p> <p>Multimodal digital portfolio</p> <p>Practical demonstration: chopping board construction</p>	<p>Formative internal assessment</p> <p>Project: manufacture of a surf board fin (practical)</p> <p>Multimodal digital portfolio</p>	<p>Summative internal assessment</p> <p>Practical demonstration: square marking tool</p> <p>Project: manufacture of small cabinet (practical)</p> <p>Multimodal digital portfolio</p>	<p>Summative internal assessment</p> <p>Practical demonstration: marking gauge</p> <p>Project: manufacture of a hand surf board [practical]</p> <p>Multimodal digital portfolio</p>

**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
<p>Module 1: 'Get Active VC' How active play / minor games can improve skills and performance and enhance health and well being</p> <p>Module 2: Sport Nutrition Nutritional requirements for performance in sport Physical performance in a variety of sport contexts</p>	<p>Module 3: Amazing Race Applying instructions, performing skills, navigation, orienteering, including map reading, and physical challenges and skills</p> <p>Module 4: Coaching your Team Coaching principles and demonstration of coaching skills</p>	<p>Module 5: Sport, recreation and fitness industry Sport, recreation and fitness agencies in our community, vocational and employment pathways, physical performance</p> <p>Module 6: Sport Medicine and First Aid First aid and injury prevention in sport contexts</p>	<p>Module 7: Event management Futsal tournament organisation</p> <p>Module 8: Navigation Orienteering, map reading, use of compasses, traversing different terrains</p>
<p>Electives Topic 1: AFL & Basketball</p> <p>Topic 2: Oztag/Touch football & Volleyball</p>	<p>Electives Topic 3: Orienteering</p> <p>Topic 4: Oztag/Touch football</p>	<p>Electives Topic 5: Badminton</p> <p>Topic 6: Netball</p>	<p>Electives Topic 7: Futsal</p> <p>Topic 8: Orienteering</p>
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
<p>Formative internal assessment</p> <p>Performance: practical</p> <p>Investigation: written research report</p>	<p>Formative internal assessment</p> <p>Performance: practical</p> <p>Project: performance and written report and evaluation</p>	<p>Summative internal assessment</p> <p>Performance: practical</p> <p>Investigation: written research report</p>	<p>Summative internal assessment</p> <p>Project: written and performance</p> <p>Performance: practical</p>

**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	Unit E: Australia and it's place in the world	Unit A: Lifestyle and Financial Choices	Unit C: Relationships and Work Environments
ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
Formative internal assessment	Formative internal assessment	Summative internal assessment	Summative internal assessment
Extended Response Project	Extended Response Project	Extended Response Project	Project Investigation

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 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 VET 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 4G and Personalised Pathways, 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.

Certificate Courses Available on Campus (Timetabled)

Certificate II Skills for Work and Vocational Pathways

Certificate IV in Crime and Justice Studies

Certificate II Sport & Recreation/Certificate III Fitness - NB: Incompatible with Sport & Rec Applied

Certificate III in Aviation (Remote Pilot) – NB: General Maths minimum

Diploma of Business – NB: Academic entry requirements

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:	30685 Tallebudgera Outdoor and Environmental Education Centre
COST:	\$300 (payable to the school through the Finance Office). It is not VETiS funded.
PREREQUISITES:	None
DELIVERY:	This course is timetabled and delivered over one semester at school by Varsity staff. There are no special provisions available in certificate courses. Regular attendance is vital.
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.
QCE	4 QCE credits (when students have 90% new learning – 13 Units) when all units of competency are completed successfully. Does not satisfy QCE Literacy and Numeracy requirements.
ATAR	This course does NOT contribute to an ATAR calculation.
APPLICATION	Through VET Coordinator. 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
FSKLRG010	Use routine strategies for career planning
FSKNUM012	Use familiar and simple data for work
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
FSKRDC010	Read and respond to routine workplace information
FSKWTC009	Write routine workplace texts
FSKDIG003	Use digital technology for non-routine workplace tasks
AHCILM302	Provide appropriate information on cultural knowledge
AHVWHS201	Participate in workplace health and safety processes
PUACOM001	Communicate in the workplace

FUTURE CAREER PATHWAYS

Further vocational study
Off or On Campus.

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

Employment

10283NAT - CERTIFICATE IV in CRIME and 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 (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:	This course is delivered over 3-4 terms at school by Varsity staff. Classroom delivery at school within usual timetable by Varsity College teacher Mandatory workshops with industry professionals – organised court visit (transport cost involved) Note: these must be attended Online theory completion, including short and extended written / spoken responses. Students should be organised and able to manage submissions online, meeting all submission and re-submission deadlines and requirements Fast paced intensive delivery
ASSESSMENT	Written projects, Online tests, Observation of skills, Spoken and written questions
QCE	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 VET Coordinator. 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
BSBPEF402	Develop personal work priorities
BSBLEG523	Apply legal principles in tort law matters
PSPREG010	Prepare a brief of evidence
BSBLDR414	Lead team effectiveness or
PSPREG012	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 & SIS20115 – 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). 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. Please note students MUST have Cert II in Sport and Rec in order to achieve Cert III in Fitness.



RTO	31319 Binnacle Training
COST:	Cert II component course cost \$265.00. Certificate III Fitness for the course cost \$100.00. Total cost \$365.00. At the beginning of the course, Binnacle Training will invoice parents directly for the Certificate course. There is no payment plan.
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:	This course combines class work and practical components in a real gym environment at the school and delivers fitness programs to clients within the school community. This is a combined delivery course, focusing on Cert III in Fitness in Year 11 and Cert II Sport and Recreation in Year 12. This course is delivered over two years at school by Qualified Varsity College staff. 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 if the Certificate III qualification is completed.
APPLICATION	Through VET Coordinator. A USI number must be created at www.usi.gov.au , using the student's full legal name. This document is to be read in conjunction with Binnacle Training Program Disclosure Statement (PDS). To access Binnacle's PDS, please visit: https://binnalcetraining.com.au/rto

UNITS OF COMPETENCY

Units of competency [22 for dual qualification]

HLTWHS001	Participate in workplace health and safety	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISXEMR001	Respond to emergency situations	BSBOPS304	Deliver and monitor a service to customers
SISXIND001	Work effectively in sport, fitness and Recreation environments	BSBPEF301	Organise personal work priorities
SISXCAI002	Assist with activity sessions	SISFFIT035	Plan group exercise sessions
SISXIND002	Maintain sport, fitness and recreation industry knowledge	SISFFIT036	Instruct group exercise sessions
SISXCCS001	Provide quality service	SISFFIT032	Complete pre-exercise screening and service orientation
BSBSUS211	Participate in sustainable work practices	SISFFIT033	Complete client fitness assessment
BSBWOR202	Organise and complete daily work activities	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
BSBTEC201	Use business software applications		
BSBTEC202	Use digital technologies to communicate in a work environment		
BSBTEC203	Research using the internet		
ICTICT203	Operate application software packages		
BSBSUS201	Participate in environmentally sustainable work practices		
SISFFIT052	Provide healthy eating information		

FUTURE STUDY / PATHWAYS

- Certificate IV in Fitness
- Diploma in Fitness
- With university PREREQUISITES:
Bachelor of Exercise Science
- Bachelor of Human Movement

AVI30419 – CERTIFICATE III in AVIATION (Remote Pilot)

National recognized Certificate III qualification.

This course has been developed in partnership with Remote Aviation Australia and designed in line with the competencies developed by the Industry Skills Council. It is the highest qualification available for those wishing to enter the unmanned industry and begin operating drones for business purposes.



RTO	32292 NSTA Pty Ltd
COST:	VETIS funded under the Queensland government Certificate III funding guarantee. Admin fee may apply. If there is no funding available then the cost is \$3200. There is a \$550 fee for the optional CASA Remote Pilots Licence for those selected to complete this course after their Certificate III course has completed. Students must apply on line in a timely fashion.
PREREQUISITES:	PREREQUISITES: available to students in 5G and 4G pathways. Some Personalised Pathway students may be eligible based on academic results.
DELIVERY:	This course is delivered over 6 terms at school by RTO trainers and qualified pilots. This qualification delivers training in compliance with relevant regulatory requirements of the Civil Aviation Safety Authority (CASA) and national operating standards. This qualification is timetabled with 2 x 70 min specific study sessions and one face to face training session per week in lesson 4 then after school until 3.30pm. Attendance in the after-school component is mandatory. These may require compulsory additional attendance at some weekend or holiday sessions with travel to the venue organised by the family.
ASSESSMENT	Resources and assessment are submitted through an e-portal. Students must have a fully charged laptop for every timetabled session. written projects , online tests, practical assessments of physical remote pilot skills. Students should be self-determining and able to manage submissions online, meeting all submission and re-submission deadlines and requirements. Students MUST be able and prepared to follow detailed instructions.
QCE	8 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 can contribute to an ATAR calculation for ATAR 5G + 4G students.
APPLICATION	Through VET Coordinator. 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]

AVIG0003	Work effectively in the aviation industry
AVIZ0004	Maintain security awareness and vigilance in an aviation workplace
AVIY0027	Operate multi-rotor remote pilot aircraft systems
AVIH0008	Operate remote pilot aircraft systems extended visual line of sight [EVLOS]
AVIW0008	Conduct aerial search using remote pilot aircraft systems.
AVIF0021	Manage human factors in remote pilot aircraft systems operations
AVIH0006	Navigate remote pilot aircraft systems
AVIW0028	Operate and manage remote pilot aircraft systems
AVIW0004	Perform operational inspections on remote operated systems
AVIY0052	Control remote pilot aircraft systems on the ground
AVIY0023	Launch, control and recover a remotely piloted aircraft
AVIY0053	Manage remote pilot aircraft systems energy source requirements
AVIY0031	Apply the principles of air law to remote pilot aircraft systems operations
AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations.

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. Please note students MUST have Cert II in Sport and Rec in order to achieve Cert III in Fitness. 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. 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. Students will engage in practical tasks, hands-on activities involving specific clients, group work, work experience within the school gym and visits to real life off-campus facilities.



RTO	31981 Prestige Service Training
COST:	\$2499 fee for service (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 both qualifications are completed successfully.
ATAR	This course can contribute to an ATAR calculation for ATAR 5G + 4G students.
APPLICATION	Through VET Coordinator. 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
BSBHRM525	Manage recruitment and onboarding
BSBOPS504	Manage business risk
BSBPMG430	Undertake project work
BSBPEF501	Manage personal and professional development
BSBSTR502	Facilitate continuous improvement
BSBMKG541	Identify and evaluate marketing opportunities
BSBCMM411	Make a presentation

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)

- ❖ Gold Coast Trade College or TAFE
- ❖ 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 4G or Personalised Pathway requirements. The timetable may be modified only when the student has properly enrolled and secured a definite place on 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
III	Business			Prestige Training Services – after school
I	Construction			GCTC / TAFE / Hutchie's*
I	Construction [Surfboard]			GCTC
II	Electrotechnology [Career Start]			GCTC / TAFE
II	Automotive Vocational Preparation			GCTC / TAFE /
II	Engineering Pathways			TAFE / Major Training – Yatala #
II	Furniture Making Pathways			TAFE
II	Plumbing			TAFE
II	Marine Mechanical Technology			TAFE - Coomera Marine
II	Resources and Infrastructure [Civil Construction]			GCTC
II	Retail Cosmetics			TAFE
II	Salon Assistant [Incl. barbering focus at Elysian]			TAFE / Elysian College - Mermaid
II	Community Services			TAFE – mainly on line delivery
II / III	Health Support Services / Health Services Assistant			TAFE [Cert II is VETiS funded] – mainly on line delivery
II / III	Kitchen Operations / Hospitality			TAFE [Cert II is VETiS funded]
III	Screen and Media			TAFE - Coomera hub
III	Music Industry			
III	Information, Digital Media and Technology			
III	Design Fundamentals			TAFE
III	Animal Studies			TAFE
III	Aviation Studies			Airways Aviation - Coolangatta
II / III	Manufacturing / Engineering - Technical			Site Skills - Meadowbrook/Logan #

* Currently at Queen Street construction site, Southport

Direct train from Varsity; short walk to venue

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 on line; 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 by obtaining One Notes and worksheets and notes from your peers. 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.

Can 4G students access these courses?

- Yes, at Certificate III [3] level only and where study is on line rather than day release.

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 VET Coordinator. 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 VET Coordinator 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 VET Coordinator 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 VET Coordinator 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

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 4G or Personalised 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.
- After agreement in principle, 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.

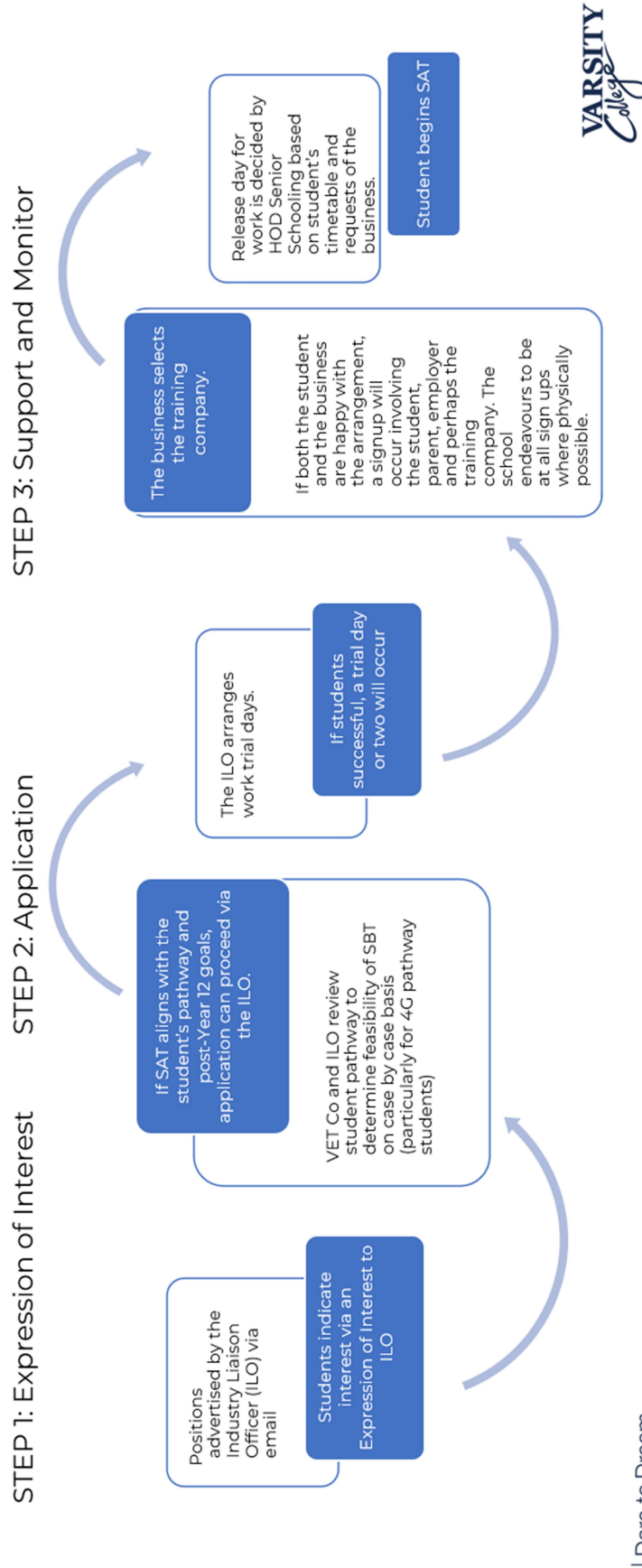
What are my school responsibilities? You must:

- 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 4G 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



| Dare to Dream