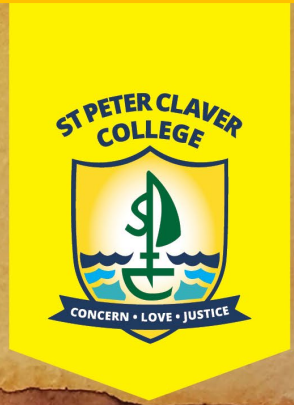


# 2026 - 2027

PATHWAYS TO PROGRESS  
SENIOR STUDIES



## PILGRIMS OF HOPE

*Look Beyond*



# CONTENTS

<b>FROM THE PRINCIPAL .....</b>	<b>4</b>
<b>THINKING POSITIVELY ABOUT THE FUTURE AND PLANNING FOR SUCCESS IN THE NEXT STEP .....</b>	<b>6</b>
<b>WHAT DOCUMENTATION WILL STUDENTS RECEIVE ON COMPLETION OF YEAR 12? .....</b>	<b>6</b>
Senior Education Profile.....	6
Queensland Certificate of Education .....	6
Queensland Certificate of Individual Achievement .....	8
Australian Tertiary Admission Rank.....	8
English Requirement.....	8
<b>SENIOR SUBJECTS .....</b>	<b>8</b>
General Subjects .....	9
Applied Subjects.....	9
<b>VOCATIONAL EDUCATION AND TRAINING (VET).....</b>	<b>11</b>
<b>UNIVERSITY STUDIES DURING YEAR 12 .....</b>	<b>12</b>
<b>OTHER RELEVANT ISSUES .....</b>	<b>12</b>
<b>COMMITMENT .....</b>	<b>12</b>
<b>PRIOR KNOWLEDGE AND DIFFICULTY OF CHANGING SUBJECTS .....</b>	<b>13</b>
<b>STUDYING MATHEMATICS IN YOUR SENIOR PATHWAY .....</b>	<b>15</b>
<b>SPECIAL OPTION REGARDING RELIGION AND ETHICS (OFFLINE) .....</b>	<b>16</b>
<b>HOW TO CHOOSE COURSES AND SUBJECTS.....</b>	<b>17</b>
<b>RULES FOR SELECTING SUBJECTS.....</b>	<b>17</b>
<b>YOUR TASK NOW .....</b>	<b>17</b>
<b>GENERAL SUBJECTS.....</b>	<b>22</b>
Accounting .....	23
Biology.....	24
Business.....	25
Chemistry .....	26
Dance .....	27
Digital Solutions .....	28
Drama.....	29
English .....	30
Film, Television & New Media .....	31
General Mathematics .....	32
Geography.....	33
Japanese.....	34
Literature .....	35
Mathematical Methods .....	36
Music.....	38
Physical Education .....	39
Physics.....	41
Psychology .....	42
Specialist Mathematics .....	43
Study of Religion .....	45



Visual Art .....	46
<b>VET CERTIFICATE IV AND III SUBJECTS .....</b>	<b>47</b>
Certificate IV in Justice Studies(10971NAT) .....	48
Certificate III in Fitness (SIS30321) + Certificate II in Sport and Recreation (SIS20122).....	50
Certificate III in Health Services Assistance (HLT33115).....	53
Certificate III in Hospitality (SIT30622) .....	55
<b>APPLIED SUBJECTS .....</b>	<b>57</b>
Dance in Practice.....	58
Essential English .....	60
Essential Mathematics .....	61
Fashion .....	62
Industrial Technology Skills.....	64
Information and Communication Technology .....	66
Religion and Ethics .....	67
Social and Community Studies.....	69
Tourism .....	71
Visual Arts in Practice.....	73
<b>OTHER VET .....</b>	<b>75</b>
Certificate I in Employment Pathways (22680VIC) .....	76
Certificate II in Active Volunteering (CHC24015).....	78
Certificate II in Sport Coaching (SIS20321) .....	80
Certificate II in Engineering Pathways (MEM20422) .....	83
Certificate I in Construction (CPC10120) Certificate II in Construction Pathways (CPC20220).....	86
TAFE.....	89





# FROM THE PRINCIPAL

## Dear Students and Parents/Caregivers

The transition from Year 10 to Year 11 is one of the most significant steps in a student's educational journey. At St Peter Claver College, we understand how important this phase is and are committed to supporting our students and their families every step of the way.

Our College is proud of its strong tradition of guiding Senior students as they explore the many pathways available to them - whether that be university, vocational education, or employment. The first formal step in this journey is subject selection and the development of a Student Education and Training (SET) Plan. These two elements work hand in hand and follow our Careers Expo and presentations from Curriculum Leaders, which showcase the wide range of General, Applied, and Certificate-based courses available in the Senior years.

These experiences are designed to help students reflect on their interests, strengths, and aspirations. We encourage students and families to engage in open and honest conversations with our curriculum staff to help identify the best-fit subjects and pathways. At Claver, all post-school pathways are equally valued, and our goal is to support each student in finding the one that suits them best.

To our students: choose subjects that genuinely interest you, that you feel confident in, and that you can see yourself engaging with over the next two years. It's also important to ensure your choices meet any prerequisites for your future study or career goals.

To support you through this process, we have two dedicated teams:

### The SET Planning Team

This team will meet with students and families to guide subject selection and ensure all questions are answered and students are on the appropriate pathway. They include:

- Mr Shane Tooley – Assistant Principal Curriculum.
- Mr Dallas McDougall – Curriculum Leader - Senior Years Performance and Pathways.
- Ms Karen Daly – Program Leader, Vocational Education & Training and Work Skills.
- Ms Bridget Cunningham – Inclusive Education.
- Ms Amy Fatialofa – Curriculum Leader – Mathematics.
- Ms Charmaine Chambers – Curriculum Leader - The Arts.

### The Academic Mentoring Team

This team will continue to support students throughout Years 11 and 12, tracking progress and offering academic and pathway advice to ensure students stay on track and are well-prepared for life beyond school. This team includes:

- Mr Shane Tooley – Assistant Principal Curriculum.
- Mr Dallas McDougall – Curriculum Leader - Senior Years Performance and Pathways.
- Ms Karen Daly – Program Leader - Vocational Education & Training and Work Skills
- Ms Bridget Cunningham – Inclusive Education.



We encourage all students and families to make the most of the support available. Ask questions, seek guidance, and take the time to make informed decisions. With a positive attitude and a growth mindset, the challenges of Senior schooling can become opportunities for growth and achievement.



Bruce McPhee  
**Principal**



Shane Tooley  
**Assistant Principal Curriculum**



## THINKING POSITIVELY ABOUT THE FUTURE AND PLANNING FOR SUCCESS IN THE NEXT STEP

It is a challenging new process for Year 10 students to develop a plan for success in their senior years to lead into future studies and careers beyond school. Few can remember a time when they were not attending school so their knowledge of what is out there is quite limited. Many are only just beginning to realise their strengths and weaknesses, areas of interest and how these might link to possible careers. Furthermore, the job market is changing faster than ever before with new technology, technology advancements making many jobs redundant and new jobs being invented all the time. Because of the pace of change, no longer can students plan for one career as it is likely they will have multiple careers across their lifetimes. Instead, **students need to plan for lifelong learning and for one career becoming a stepping stone for another.**

This is a very complex world for a Year 10 student, so our best advice is for students to focus not just on one career or tertiary course but instead to understand how they are investing in themselves. **Senior studies will add value to every student.** They will improve their capacity to succeed in tertiary studies, in the workforce and most importantly in life-long learning. The value added will be measurable in some areas such as improved literacy, numeracy and success in school subjects. However, there are many other areas of personal growth which are equally as important but not as easily measurable. These include developing social confidence, ethical values and beliefs, spiritual awareness and physical fitness.

A vital concept for students and parents/caregivers to be aware of is ‘**the appropriate next step**’. At Claver, we want to ensure that all students develop a plan for success in Senior studies. Sometimes, students with the same dreams will by necessity have very different plans for the courses to take them forward. This is because a plan must be linked to ability as demonstrated in academic results across Years 9 and 10. Thus for some students, the appropriate next step will be studying very challenging Senior subjects with the expectation of commencing university in 2026. For other students with the same dream but without proven academic results, their appropriate next step will be to select easier subjects in the Senior years with a view to doing a bridging course at university or TAFE that will eventually get them into their desired course. The same process applies to apprenticeships and jobs after school. **Selecting the appropriate next step, which is both challenging yet manageable, is the way to build a platform for on-going success in the future.**

## WHAT DOCUMENTATION WILL STUDENTS RECEIVE ON COMPLETION OF YEAR 12?

### Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of Senior studies. This profile may include a:

- statement of results,
- a Queensland Certificate of Education (QCE), or
- a Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see: <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep>  
<https://www.qcaa.qld.edu.au/senior>

### Queensland Certificate of Education

Students should be eligible for a QCE at the end of their Senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate after secondary schooling. The Queensland Curriculum and Assessment Authority (QCAA) awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

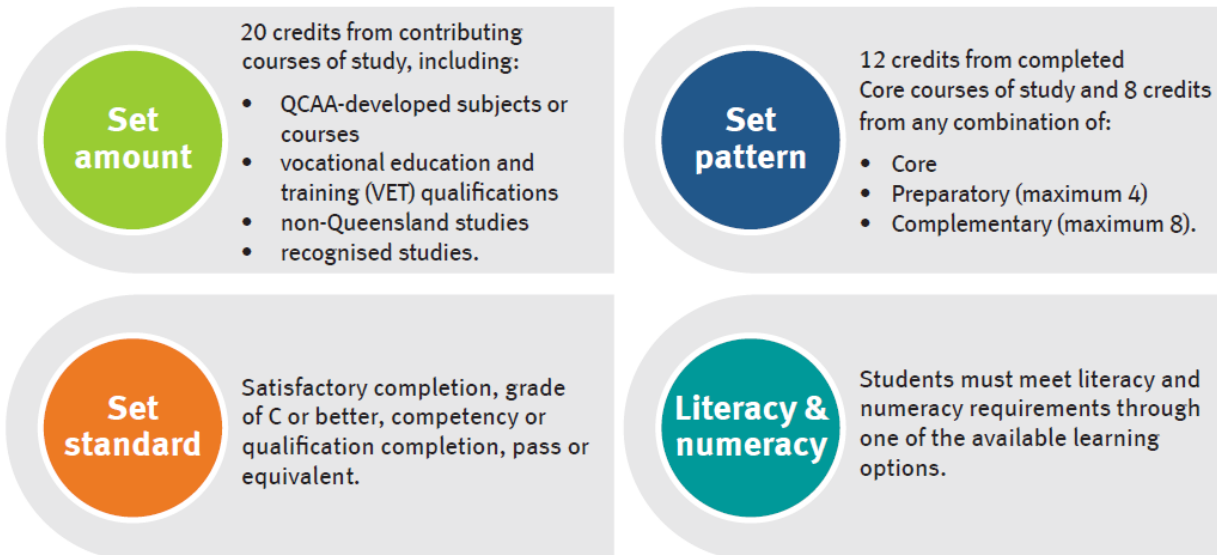


## Eligibility for a QCE

To be eligible for a QCE, a student must be enrolled with a school and registered with the QCAA. For most students the QCE will be achieved over Years 11 and 12. Others may not achieve it until after they finish Year 12.

## QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.



## Gaining Credit

Completing four units of a General or Applied Subject will provide students with four QCE points so long as the student is deemed satisfactory for both Units 1 and 2 and achieves at least a C in Units 3 and 4. For VET courses, successful completion may earn the student between three and eight points depending on the level of the certificate. **This means that results in Year 11 contribute towards QCE points.**

## Meeting the Literacy and Numeracy Requirements

Achieving a C in English or Essential English will satisfy the literacy requirement. Similarly, achieving a C in any of the Senior Mathematics subjects will satisfy the numeracy option. There are also Vocational Education and Training (VET) options that meet this requirement in special instances.

## Legal Requirements

The QCE complements the Government's 'learning or earning' laws which means everyone will be required to complete Year 10 at school and go on to complete a further two years of education and training.

## For more information:

- Visit the QCAA website at [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)
- Visit QTAC at [www.qtac.edu.au](http://www.qtac.edu.au)
- Visit the Queensland Government website <https://www.qld.gov.au/education/apprenticeships/school-based/overview> for information on school-based apprenticeships and traineeships.

## Queensland Certificate of Individual Achievement

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program instead of pursuing a QCE. At the end of the Senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

## Australian Tertiary Admission Rank

Eligible students will receive an Australian Tertiary Admission Rank (ATAR) which will be used by the Queensland Tertiary Admissions Centre (QTAC) to award places in competitive university courses.

The calculation of an ATAR will be based on a student's:

- Best five General Subject results; or
- best results in a combination of four General Subject results plus an Applied Subject result or a Certificate III or higher VET qualification.

## English Requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject. This requires students to attain a result that is equivalent to a C Level of achievement in English or Essential English. **A student's English result is not necessarily included in the calculation of their ATAR.**

**STUDENTS MAY ALSO USE VET CERTIFICATE III/IV COURSES TO ACCESS SOME UNIVERSITY COURSES.**

## SENIOR SUBJECTS

The QCAA has developed syllabuses for the Senior phase of learning. The two types offered at Claver are **General Subjects** and **Applied Subjects**. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an ATAR calculation, although no more than one result in an Applied Subject can be used in the calculation of a student's ATAR. **VET subjects are also offered at Claver and will be outlined in the next section.**

## Underpinning Factors

General and Applied syllabuses are underpinned by Literacy and Numeracy. In addition to Literacy and Numeracy, General syllabuses are underpinned by 21st Century skills - the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, information and communication technologies (ICT) skills.

In addition to literacy and numeracy, Applied syllabuses are underpinned by:

- Applied learning - the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts.
- Community connections - the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom.
- Core skills for work - the set of knowledge, understanding and non-technical skills that underpin successful participation in work.





## General Subjects

General subjects are suited to students who are interested in pathways beyond Senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. They are developmental four-unit courses of study. **Units 1 and 2** provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE. Units 3 and 4 consolidate student learning. **Assessment in Units 3 and 4 is summative** and student results contribute to the award of a QCE and to ATAR calculations.

## Assessment in General Subjects

### Units 1 and 2 Assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

### Units 3 and 4 Assessments

Students complete a total of four summative assessments - three internal and one external - that count towards the overall subject result in each General subject.

Schools develop **three internal assessments** for each Senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

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

## Instrument-Specific Marking Guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

## External Assessment

External assessment is summative and adds valuable evidence of achievement to a student's profile. External assessment is:

- Common to all schools.
- Administered under the same conditions at the same time and on the same day.
- Developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes a determined percentage (25% - 50%) to the student's overall subject result and is not privileged over summative internal assessment.

## Applied Subjects

Applied subjects are suited to students who are primarily interested in pathways that lead to vocational education and training or work. Applied syllabuses are developmental four-unit courses of study.

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

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.



## Assessment

Applied syllabuses use four summative internal assessments from Units 3 and 4 to determine a student's exit result.

Schools should develop at least two but no more than four internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

**Applied syllabuses do not use external assessment.**

## Instrument-Specific Standards Matrixes

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

## Essential English and Essential Mathematics — Common Internal Assessment (CIA)

Students complete a total of four summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop three of the summative internal assessments for each Senior subject and the other summative assessment is a CIA developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

- Developed by the QCAA.
- Common to all schools.
- Delivered to schools by the QCAA.
- Administered flexibly in Unit 3.
- Administered under supervised conditions.
- Marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.



## VOCATIONAL EDUCATION AND TRAINING (VET)

### What is VET?

Vocational Education and Training (VET) courses are available to students while they are still at school. VET is learning which is directly related to work. Nationally recognised qualifications are developed by industry to give people the knowledge and skills they need to work in a job.

### Participating in VET can:

- Provide credit points towards the attainment of a Queensland Certificate of Education and the attainment of a nationally recognised VET qualification.
- Support student's transitions to employment, vocational and higher education pathways.

Other benefits of participating in VET include (but are not limited to):

- Obtaining practical experience from work.
- Gaining familiarity on how workplaces operate.
- Developing employability skills.
- Developing and improving interpersonal skills.
- Allowing students to explore the potential career path they would like to pursue.

Students can access VET in a number of ways including:

- At TAFE.
- At another Registered Training Organisation.
- Through a School-Based Apprenticeship or Traineeship.

## ACCESSING UNIVERSITY THROUGH VET

Some universities will allow students to directly enter certain courses if they have a VET Certificate III or higher. This will enable a student without an ATAR to enter university providing they have passed any prerequisite subjects. Generally, the courses accessible through a Certificate III are not the most competitive courses, all of which will require high ATAR scores. However, once in a university course, students may gain entry to more competitive courses through achieving a good grade point average in their first year at university. They may even change universities.

### TAFE at Schools Program

Students may select a TAFE option for some specialised Vocational areas of learning not offered at the College. TAFE course commencement is dependent on sufficient enrolments, appropriate accreditation and registration requirements. Therefore, during the SETP interview, students will select an alternative subject just in case their TAFE course is discontinued.

Applications for the 2026 TAFE at School Program will open soon. Expression of Interest (EOI) forms will be provided to students in their SET Plan folders. EOI forms are to be completed and returned to Mentors during SET Plan meetings.

### Fee subsidies

A core focus of the Queensland Government is ensuring Queenslanders have access to quality training programs that deliver effective skills to meet employment and business demands.

The Department of Education and Training offer some funding at the Certificates I and II level. Students may be eligible to access fee subsidies whilst studying courses at St Peter Claver College.

Students are only eligible to access this fee subsidy for **ONE QUALIFICATION**. It is important to note that if students choose to access the fee subsidy for a TAFE course, they may not be eligible to access the funding a second time to fund the course costs for another Certificate qualification completed through the College or another Third Party Provider.

Please note that if students enrol in both Certificate II Construction and Certificate II in Engineering Pathways as a dual enrolment at the commencement of Year 11 the cost is \$1200 plus the yearly SPCC Consumables Fee.



## VET Course/Resources Fees

The College has an all-inclusive Curriculum and Resource Levy, which is charged per student. This levy includes subject materials and resources (a detailed list of inclusions will be communicated in the 2026 Schedule of Fees and Levies). Students who participate in VET courses attract an additional levy. These levies include RTO fees, course and material costs. These costs will be invoiced in full at the beginning of the school year. It is important to note that the associated fees may represent a significant investment and withdrawal from the study of a VET qualification does not guarantee that any fees paid will be reimbursed.

If you would like more information regarding course/resource fees, please do not hesitate to contact our Business Manager on 3810 5906.

## UNIVERSITY STUDIES DURING YEAR 12

Students who are achieving very well in their subjects may apply to universities to complete one or two subjects during Year 12. These subjects presently do not incur a fee and may be counted towards a degree. As well, several universities will grant students direct entry into their universities upon passing one or two of their subjects. Decisions on these opportunities are made towards the end of Year 11 and depend on overall results and access to transport to the university campus selected. We are awaiting information on these opportunities to be updated and will ensure students are able to appropriately access these courses.

## OTHER RELEVANT ISSUES

### Prerequisites

Pre-requisites are subjects that must be completed at least at a C standard in order to enter a tertiary course. Many courses require English. Some accept Essential English. Several tertiary courses require Mathematical Methods or General Mathematics. A smaller number require the completion of certain Science subjects. Students and parents/caregivers should check *Tertiary Pre-requisites 2026* before finalising their subject selection. [www.qtac.edu.au/year-10-students/](http://www.qtac.edu.au/year-10-students/)

### School-based Traineeship

School-based Traineeships are also offered as part of the College's vocational options. Traineeships involve one day of paid work each week in a workplace. Students complete one day per week at TAFE or at other Training Organisations, or as a study block during holidays. Many complete more hours as a part-time or casual job. Completed Traineeships provide students with a VET Certificate at or up to Certificate III level. This can be used to gain entry to University or TAFE.

### School-based Apprenticeship

School-based Apprenticeship means that part of a four-year apprenticeship may be completed while at school. A school-based apprenticeship involves one day of paid work each week in a workplace. Students complete one day per week at TAFE or at other Training Organisations, or as a study block during holidays. There are students who also undertake extra hours as part-time or casual work.

Information is correct at time of publishing 10 June 2025.

## COMMITMENT

Students need to be prepared for the commitment of Senior Studies. To achieve their goals for entering tertiary courses, gaining apprenticeships or finding work, all students will have to consistently **spend time outside of school on school related work**. In Senior, we do not refer to this as homework as a lot of the work is planned and managed by the student instead of being set by the teacher. Many subjects require a lot of home learning for assignment work, structured study and completing practical tasks. This work will involve reading, researching using the Internet, planning and preparing for assessment, writing responses, learning content, solving problems and many other important learning tasks. As a guide, **each General Subject will require three hours each week for home learning** and assignment work. **Each Applied subject will require between one and two hours each week** on assignment work or home learning.



Students are more likely to achieve Senior results to take them to their next step, when they and their families **set aside quality time to undertake schoolwork at home**. This means time when students are not tired from part time work or social activities and not constantly on SOCIAL NETWORKS. To achieve the goals of Senior schooling, completing schoolwork at home must be a priority and kept in balance with part time work, sporting and cultural activities, social life, social networking and family time.

It is also **essential to submit work on time** as the College is bound by QCAA policies regarding due dates. Similarly, **students must be present for exams** as the rules will not permit a student to sit an exam at a later date. Of course, absence due to a medical condition or some form of misadventure will be taken into account so long as evidence is provided from the appropriate professions (e.g. medical certificate). It is important to note that **absence due to a family holiday or reunion will not be considered** as an allowable reason to miss assessment, and the student may lose credit for the course.

## PRIOR KNOWLEDGE AND DIFFICULTY OF CHANGING SUBJECTS

Some subjects require substantial prior knowledge to enable success. Without this knowledge, students are likely to achieve poorly and waste valuable time. Where students do not have the recommended prior knowledge, it is advisable not to select the subject as a next step but instead to pursue an easier option in Years 11-12 and if needs be, do a tertiary preparation course in the more difficult subject after finishing Year 12.

**Students must select wisely in Year 10** and work hard on their Senior subjects from the very beginning of Year 11. Subject changes can be very challenging due to varied timelines of assessment completion. The units are NOT semester based so that depending on the subject, Unit 1 will be completed by March or May of Year 11 and Unit 2 will be completed by June or September. Census dates with subject changes will be strictly adhered to and no subject changes will be entered after Unit 2 (2025). This is because QCAA counts Units 3 and 4 as a required pair which must both be completed to gain credit. Unit 3 will commence in July of Year 11 in some subjects so the window available for subject changes will be very small.

The table below provides advice on the prerequisite studies and standards required for entry into Senior subjects. Where a subject is not listed, there is no prerequisite.

Subject	Advisable prerequisite subject(s) and minimum standards
Accounting	Year 10 Business - B OR Year 10 Mathematics - B
Biology	Year 10 Science - C
Business	Year 10 Business - B OR Year 10 English - C
Cert 1 Construction	Completed two courses in ITD across Years 9 and 10
Cert II Engineering	Completed two courses in ITD across Years 9 and 10
Cert III Fitness	Year 10 HPE - B
Chemistry	Year 10 Science - B, student must also study Mathematical Methods
Dance	Year 9 or 10 Dance - B, Year 10 English - C
Digital Solutions	Year 9 or 10 ICT - B
Drama	Year 10 English - C, Year 9 or 10 Drama - B
English	Year 10 English - C
Film, Television & New Media	Year 10 English - C, Year 9 or 10 Media - B
General Mathematics	Year 10 Mathematics - C
Geography	Year 10 English - C
Japanese	Year 10 Japanese - B
Mathematical Methods	Year 10 Mathematics - B
Modern History	Year 10 English - C
Music	Year 10 Music - B
Psychology	Year 10 English - C, Year 10 Science - C





Subject	Advisable prerequisite subject(s) and minimum standards
Physical Education	Year 10 HPE - B
Physics	Year 10 Science - B, student must also study Mathematical Methods
Specialist Mathematics	Year 10 Mathematics – B+
Study of Religion	Year 10 English - C
Visual Art	Year 10 Visual Art - B



## SELECTING A SUITABLE PATHWAY - CLAVER'S FOUR PATHWAYS

**ATAR Pathway** - suitable for a student targeting the more competitive university courses. This involves undertaking five General Subjects plus one other subject which may be a General Subject, an Applied Subject or a VET subject. Students selecting this pathway must be committed to studying at home for at least 15 hours each week.

**ATAR plus Insurance Pathway** - suitable for students targeting moderately competitive courses at university. This involves undertaking four General Subjects, a Certificate III course plus one other subject which may be an Applied Subject or a VET subject. Students selecting this pathway must be committed to studying at home for at least 15 hours each week.

**Certificate III plus prerequisites Pathway** - suitable for students targeting less competitive courses at university as well as TAFE. This involves undertaking a Certificate III course, one or two General Subjects which may be prerequisites such as English and General Mathematics plus three other subjects which may be Applied Subjects or a VET course. Students selecting this pathway must be committed to studying at home for at least 8 - 12 hours each week.

**VET and Applied Pathway** - suitable for students targeting TAFE, apprenticeships, traineeships and work. This involves undertaking a combination of VET and Applied Subjects. If results in Year 10 have been sufficient, students in this course may undertake one or two General Subjects if these are relevant to their careers. Students selecting this pathway must be committed to studying at home for at least 5 - 10 hours each week.

## STUDYING MATHEMATICS IN YOUR SENIOR PATHWAY

At Claver, it is strongly recommended that all Year 11 and 12 students include one Mathematics subject (Essential, General or Methods) in their pattern of study. Each of these options provides a differentiated focus, meaning you can choose the mathematics subject that interests you and offers you the best preparation for your destination beyond Claver, whether that be work, a trade, TAFE or university.

Mathematics is explicitly linked to a broad range of tertiary, trade and other career options. The skills and knowledge acquired while studying Mathematics in Years 11 and 12 are highly transferrable across many academic disciplines and increase the employability of students who are looking to enter the workforce at the end of their secondary education. Including Mathematics in your pattern of study opens up a wide range of options for your pathways beyond Claver.

Numeracy and Mathematics are embedded in many of the VET certificate course modules offered at Claver and through other providers, so there is a distinct advantage in our students continuing to study Mathematics throughout Years 11 and 12.

Students considering not including Mathematics as part of their Year 11, 2026 subject choices must be certain that their intended or aspirational post-secondary pathway does not require any of the QCAA Mathematics subjects as a pre-requisite. There will be limited opportunities to change into a Mathematics subject once a student has commenced Year 11 and particularly after the conclusion of Unit 1.

For specific advice on which Mathematics is right for you and if you should include Mathematics in your Year 11 subject choices, please speak with your Mathematics Teacher, the Curriculum Leader – Mathematics or your SET Plan Mentor.



## SPECIAL OPTION REGARDING RELIGION AND ETHICS (OFFLINE)

In Catholic schools, all students study a Religious Education subject. This helps students to understand Catholic beliefs and values as well as those of other religions. It also assists students in spiritual development as they progress on their personal faith journey. Thus, it is a requirement that all Senior students' study either the General Subject Study of Religion or the Applied Subject Religion and Ethics. Both subjects have high literacy demands like those for English.

However, Brisbane Catholic Education has noted a possible unintended consequence of this requirement which may disadvantage a very small number of students. To receive an ATAR, a student must achieve at least a C in some form of English even if English is not one of the five subjects used to calculate the ATAR.

Students likely to have an English subject as their sixth subject and not counting towards their ATAR score would currently have to have a Religion subject (significantly Literacy based) as one of the five subjects used to calculate their ATAR. This may prevent these students from studying subjects in which they would likely achieve higher results.

This possible inequity has led to the Archbishop of Brisbane creating a dispensation for ATAR eligible students who would be disadvantaged if they were required to have a religion subject as one of their five subjects that were counted for an ATAR.

This small group of students will be allowed to study Religion and Ethics as a seventh subject with most of the subject delivery occurring in an on-line environment. In this way the Religion subject and English subject would not be counted in the calculation of an ATAR but a 'C' in English would still be required

Students will have fewer face-to-face lessons than a student who would normally study seven subjects and will be expected to work independently with teacher support in the Religion and Ethics course. This course will still attract QCE points.

Decisions about undertaking Religion and Ethics (Offline) as a seventh subject will only be made in consultation with the Course Mentor. The Course Mentor would need to be convinced that the student would likely be disadvantaged by having a religion subject as one of the student's six subjects and that the student was capable of and committed to on-line learning in this course.



## HOW TO CHOOSE COURSES AND SUBJECTS

**Step 1** - Select the course which is relevant to both your desired post-school pathway and appropriate next step.

**Step 2** - Select subjects which you **find interesting** and in which you can **achieve good results**. Consider how you achieved in Year 10.

**Step 3** - Consider the **prerequisite subjects** and standards required for the Senior subject and for Tertiary Courses.

**Step 4** - Decide whether you are prepared to make the **commitment in study or industry experience** required for the subject you are selecting.

## RULES FOR SELECTING SUBJECTS

**Requirements:**

- **Six (6) subjects** plus, if appropriate **Religion and Ethics (Offline)** as a 7<sup>th</sup> subject (See below).

(Gen = General Subject, APL = Applied Subject, VET = Vocational Education)

**Selection Options:**

- **One Religion subject** - either **Study of Religion (GEN)**, **Religion and Ethics (APL)** or **Religion and Ethics (APL - Offline)**.
- **One English subject** - either **English (GEN)** or **Essential English (APL)**.
- **Four other subjects** from options available including General Subjects, Applied Subjects and VET courses as relevant to your pathway and appropriate next step.
  - This is where you will select your Mathematics choice if you are planning to study it in your Senior Pathway. For those selecting Specialist Mathematics, you also have to select Mathematical Methods.
  - If you are planning to study Religion and Ethics (Offline), you need to select five subjects from the list.

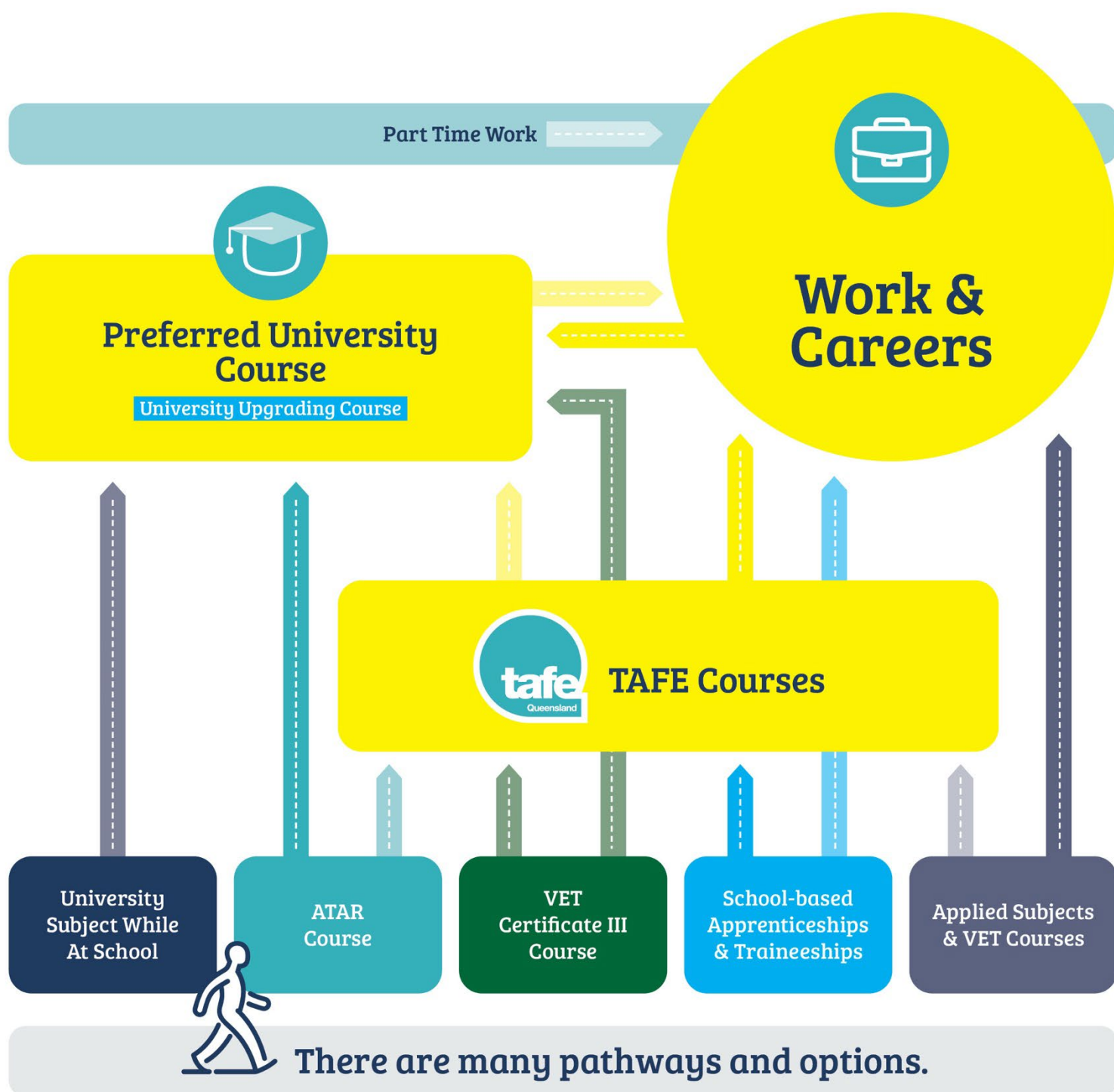
## YOUR TASK NOW

- Read this booklet carefully.
- Discuss your course options with your family.
- Complete your subject selection preferences online via Web Preference Manager.
- Attend the SET Plan interview and finalise your Student Education and Training Plan.

**Please note that the subjects detailed on the following pages are offered in the initial phase of the subject selection process. The timetabling of a subject depends on there being sufficient enrolments for the subject to be viable. If a subject is cancelled due to insufficient enrolments, students will be asked to select another subject on the appropriate line.**



# Pathways to Progress.





# Different Pathways to Gain Entry to a Preferred University Course.



## ATAR Course – Focus = University

- Five – six General subjects including any prerequisite subjects.
- Pass English.
- Significant home learning – at least 15 hrs a week.



**QTAC assigns an ATAR** and if your ATAR is high enough you will be offered a place in your chosen University course. If the ATAR is not high enough, you may gain entry to a less competitive University course and study this for one year to upgrade your rank to gain entry to preferred course.

## ATAR Course – Focus = University with insurance of VET Certificate III

- Four General subjects including any prerequisite subjects plus a Certificate III course.
- Pass English.
- Significant home learning – at least 15 hrs a week.



**Direct entry** into less competitive University courses based on completed Certificate III. If this is not your preferred course, you could use it to upgrade into the preferred course after one year (see above).

## Certificate III Course with Prerequisites

- Certificate III course.
- Pass one – three General subjects that are prerequisite subjects.
- 8 – 12 hrs home learning a week.



Complete a TAFE course and apply to QTAC for a Tertiary Admissions Rank to gain entry to a university course. This may be your preferred course, or you may use it to upgrade.

## VET and Applied Subject Course

- Complete VET competencies.
- Gain practical work experience.
- Pass Applied subjects.
- Gain a QCE.
- 5 – 10 hrs home learning a week.



Work for a few years, then sit the QTAC STAT test and apply to QTAC for a Tertiary Admissions Rank to gain entry to a university course.

# Eyes on the Prize. Claver's Broad Goals of Senior Schooling.



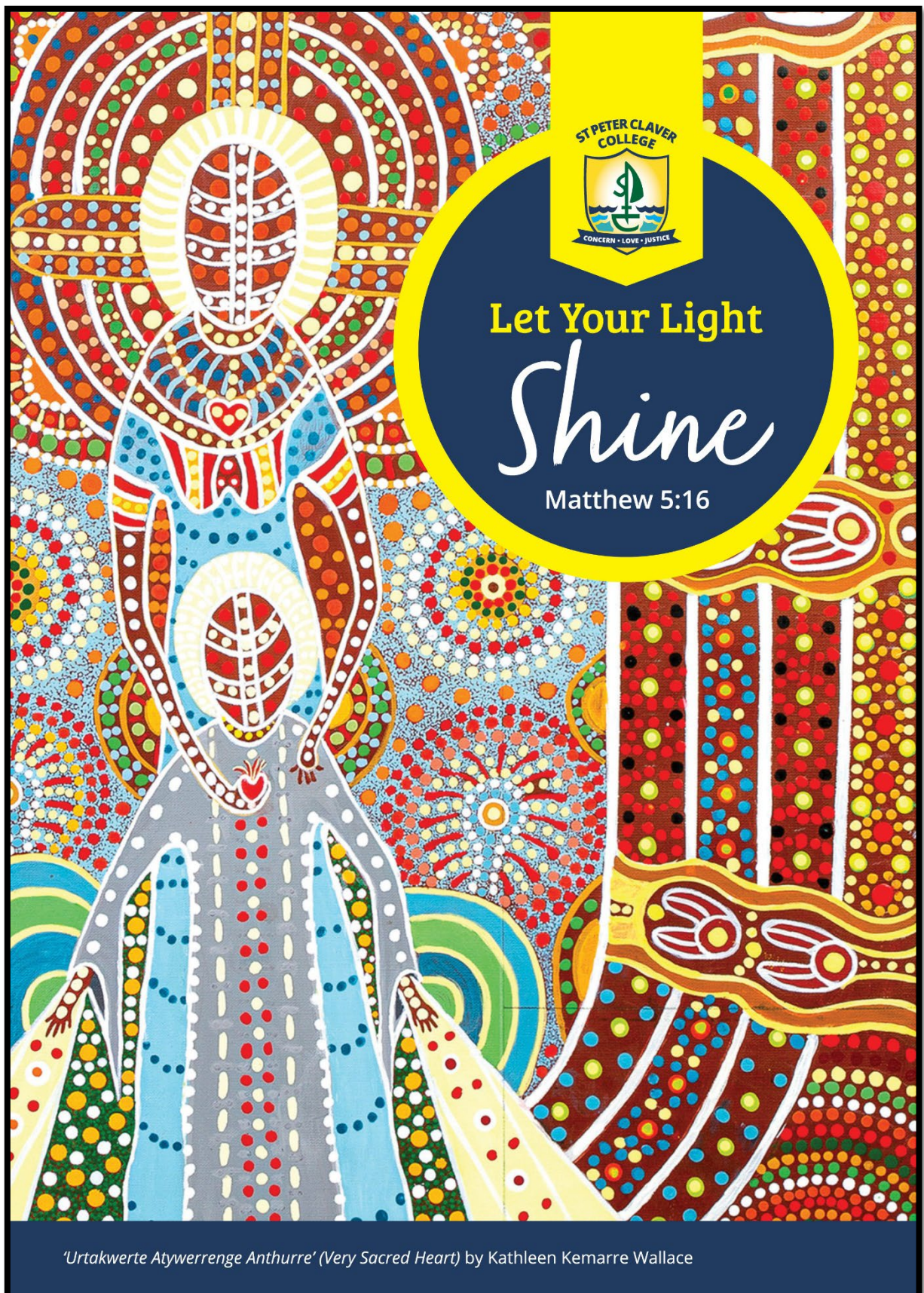


# Prepare for Lifelong Learning.





# GENERAL SUBJECTS



*'Urtakwerte Atywerrenge Anthurre' (Very Sacred Heart) by Kathleen Kemarre Wallace*

# Accounting

## General Subject

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

## Pathways

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Real world accounting</b> Introduction to accounting. Accounting for today's businesses.	<b>Financial reporting</b> End of period reporting for today's businesses. Performance analysis of a sole trader business.	<b>Managing resources</b> Cash management. Managing resources for a sole trader business.	<b>Accounting - the big picture</b> Fully classified financial statement reporting and analysis for a sole trader business. Complete accounting process for a sole trader business. Performance analysis of a public company.

## Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Project – cash management.	25%	Summative internal assessment 3 (IA3): Examination – combination response.	25%
Summative internal assessment 2 (IA2): Examination - combination response.	25%	Summative external assessment (EA): Examination – combination response.	25%





# Biology

## General Subject

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

## Pathways

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Cells and multicellular organisms</b> Cells as the basis of life. Exchange of nutrients and waste. Cellular energy, gas exchange and plant physiology.	<b>Maintaining the internal environment</b> Homeostasis – thermoregulation and osmoregulation. Infectious disease and epidemiology.	<b>Biodiversity and the interconnectedness of life</b> Describing biodiversity and populations. Functioning ecosystems and succession.	<b>Heredity and continuity of life</b> Genetics and heredity. Continuity of life on Earth.

## Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Data test.	10%	Summative internal assessment 3 (IA3): Research investigation.	20%
Summative internal assessment 2 (IA2): Student experiment.	20%		
Summative external assessment (EA): 50% Examination – combination response.			



# Business

## General Subject

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

## Pathways

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Business creation</b> Fundamentals of business. Creation of business ideas.	<b>Business growth</b> Establishment of a business. Entering markets.	<b>Business diversification</b> Competitive markets Strategic development.	<b>Business evolution</b> Repositioning a business. Transformation of a business.

## Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination - combination response.	25%	Summative internal assessment 3 (IA3): Feasibility report.	25%
Summative internal assessment 2 (IA2): Business report.	25%	Summative external assessment (EA): Examination - combination response.	25%



# Chemistry

## General Subject

Chemistry is the study of materials and their properties and structure.

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

## Pathways

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Chemical fundamentals - structure, properties and reactions</b> Properties and structure of atoms, molecules and compounds. Chemical reactions - reactants, products and energy change.	<b>Molecular interactions and reactions</b> Intermolecular forces and gases. Aqueous solutions and acidity. Rates of chemical reactions.	<b>Equilibrium, acids and redox reactions</b> Chemical equilibrium systems. Oxidation and reduction.	<b>Structure, synthesis and design</b> Properties and structure of organic materials. Chemical synthesis and design.

## Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Data test.	10%	Summative internal assessment 3 (IA3): Research investigation.	20%
Summative internal assessment 2 (IA2): Student experiment.	20%		
Summative external assessment (EA): 50% Examination – combination response.			



# Dance

## General Subject

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

## Pathways

A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries, cultural institutions, arts administration and management, health, communications, education, public relations, research, science and technology.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Moving bodies</b> How does dance communicate meaning for different purposes and in different contexts?	<b>Moving through environments</b> How does the integration of the environment shape dance to communicate meaning?	<b>Moving statements</b> How is dance used to communicate viewpoints?	<b>Moving my way</b> How does dance communicate meaning for me?

## Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Performance.	20%	Summative internal assessment 3 (IA3): Dance work.	35%
Summative internal assessment 2 (IA2): Choreography.	20%		
Summative external assessment (EA): 25% Examination – extended response.			

Note: This may be an Alternate Sequence (Composite) subject and Unit 3 and 4 may be completed before Unit 1 and 2.



# Digital Solutions

## General Subject

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

## Pathways

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Creating with code</b> Understanding digital problems. User experiences and interfaces. Algorithms and programming techniques. Programmed solutions.	<b>Application and data solutions</b> Data-driven problems and solution requirements. Data and programming techniques. Prototype data solutions.	<b>Digital innovation</b> Interactions between users, data and digital systems. Real-world problems and solution requirements. Innovative digital solutions.	<b>Digital impacts</b> Digital methods for exchanging data. Complex digital data exchange problems and solution requirements. Prototype digital data exchanges.

## Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Technical proposal.	20%	Summative internal assessment 3 (IA3): Digital solution.	25%
Summative internal assessment 2 (IA2): Digital solution.	30%	Summative external assessment (EA): Examination – combination response.	25%





# Drama

## General Subject

Drama fosters creative and expressive communication. It interrogates the human condition by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They 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. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

## Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, marketing, research and science and technology.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Share</b> How does drama promote shared understandings of the human experience?	<b>Reflect</b> How is drama shaped to reflect lived experience?	<b>Challenge</b> How can we use drama to challenge our understanding of humanity?	<b>Transform</b> How can you transform dramatic practice?

## Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Performance.	20%	Summative internal assessment 3 (IA3): Practice-led project.	35%
Summative internal assessment 2 (IA2): Dramatic concept.	20%		
Summative external assessment (EA): 25% Examination — extended response.			



# English

## General Subject

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

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

## Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility - skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Perspectives and texts</b> Texts in contexts. Language and textual analysis. Responding to and creating texts.	<b>Texts and culture</b> Texts in contexts. Language and textual analysis. Responding to and creating texts.	<b>Textual connections</b> Conversations about issues in texts. Conversations about concepts in texts.	<b>Close study of literary texts</b> Creative responses to literary texts. Critical responses to literary texts.

## Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Spoken persuasive response.	25%	Summative internal assessment 3 (IA3): Examination – extended response.	25%
Summative internal assessment 2 (IA2): Written response for a public audience.	25%	Summative external assessment (EA): Examination - extended response.	25%



# Film, Television & New Media

## General Subject

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products and investigate and respond to moving-image media content and production contexts. Students 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. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

## Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Foundation</b> Technologies. Institutions. Languages.	<b>Stories</b> Representations. Audiences. Languages.	<b>Participation</b> Technologies. Audiences. Institutions.	<b>Artistry</b> Technologies. Representations. Languages.

## Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Case study investigation.	15%	Summative internal assessment 3 (IA3): Stylistic production.	35%
Summative internal assessment 2 (IA2): Multi-platform content project.	25%		
Summative external assessment (EA): 25% Examination – extended response.			



# General Mathematics

## General Subject

General Mathematics' major domains are Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices, building on the content of the P–10 Australian Curriculum.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

## Pathways

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

## Structure

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

## Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Problem-solving and modelling task.	20%	Summative internal assessment 3 (IA3): Examination – short response.	15%
Summative internal assessment 2 (IA2): Examination – short response.	15%		
Summative external assessment (EA): 50% Examination – combination response.			



# Geography

## General Subject

In Geography, students 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. Gaining a deeper understanding of our world and the significance of place and space within it, the study of Geography is underpinned by inquiry, through which students investigate places in Australia and across the globe.

Fieldwork is central to the study of Geography in the 21st Century along with spatial technologies as a core component of contemporary Geography. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable, so they develop the skills required to interpret global concerns and make genuine and creative contributions to society.

## Pathways

A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Responding to risk and vulnerability in hazard zones</b> Natural hazard zones. Ecological hazard zones.	<b>Planning sustainable places</b> Responding to challenges facing a place in Australia. Managing the challenges facing a megacity.	<b>Responding to land cover transformations</b> Land cover transformations and climate change. Responding to local land cover transformations.	<b>Managing population change</b> Population challenges in Australia. Global population change.

## Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — combination response.	25%	Summative internal assessment 3 (IA3): Data report.	25%
Summative internal assessment 2 (IA2): Field report.	25%	Summative external assessment (EA): Examination — combination response.	25%





# Japanese

## General Subject

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

## Pathways

A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>私の暮らし</b> <b>My world</b> Family/carers. Peers. Education.	<b>私達のまわり</b> <b>Exploring our world</b> Travel and exploration. Social customs. Japanese influences around the world.	<b>私達の社会</b> <b>Our society; culture and identity</b> Lifestyles and leisure. The arts, entertainment and sports. Groups in society.	<b>私の将来</b> <b>My present; my future</b> The present. Future choices.

## Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination - short response.	20%	Summative internal assessment 3 (IA3): Multimodal presentation and interview.	30%
Summative internal assessment 2 (IA2): Examination – extended response.	25%	Summative external assessment (EA): Examination - combination response.	25%

Note: This may be an Alternate Sequence (Composite) subject and Unit 3 and 4 may be completed before Unit 1 and 2.



# Literature

## General Subject

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

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

## Pathways

A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility – skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Introduction to literary studies</b> <ul style="list-style-type: none"><li>• Ways literary texts are received and responded to.</li><li>• How textual choices affect readers.</li><li>• Creating analytical and imaginative texts.</li></ul>	<b>Intertextuality</b> <ul style="list-style-type: none"><li>• Ways literary texts connect with each other — genre, concepts and contexts.</li><li>• Ways literary texts connect with each other — style and structure.</li><li>• Creating analytical and imaginative texts.</li></ul>	<b>Literature and identity</b> <ul style="list-style-type: none"><li>• Relationship between language, culture and identity in literary texts.</li><li>• Power of language to represent ideas, events and people.</li><li>• Creating analytical and imaginative texts.</li></ul>	<b>Independent explorations</b> <ul style="list-style-type: none"><li>• Dynamic nature of literary interpretation.</li><li>• Close examination of style, structure and subject matter.</li><li>• Creating analytical and imaginative texts.</li></ul>

## Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 2 (IA2): Imaginative response.	25%	Summative internal assessment 3 (IA3): Imaginative response.	25%
Summative internal assessment 1 (IA1): Examination —extended response.	25%	Summative external assessment (EA): Examination — extended response.	25%



# Mathematical Methods

## General Subject

Mathematical Methods' major domains are Algebra, Functions, Relations and their Graphs, Calculus and Statistics.

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

## Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

## Structure

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

## Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Problem-solving and modelling task.	20%	Summative internal assessment 3 (IA3): Examination – short response.	15%
Summative internal assessment 2 (IA2): Examination – short response.	15%		
Summative external assessment (EA): 50% Examination – combination response.			



# Modern History

## General Subject

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

## Pathways

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ideas in the Modern World</b> Australian Frontier Wars, 1788-1930s. Russian Revolution, 1905-1920s.	<b>Movements in the Modern World</b> Anti-apartheid movement in South Africa, 1948-1991. Women's movement since 1893.	<b>National experiences in the Modern World</b> Soviet Union, 1920s-1945. Germany since 1914.	<b>International experiences in the Modern World</b> Australian engagement with Asia since 1945. Cold War and its aftermath, 1945-2014.

## Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination – extended response.	25%	Summative internal assessment 3 (IA3): Investigation.	25%
Summative internal assessment 2 (IA2): Investigation.	25%	Summative external assessment (EA): Examination - short response.	25%



# Music

## General Subject

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills and analyse and evaluate music in a variety of contexts, styles and genres.

## Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Designs</b> Through inquiry learning, the following is explored:  How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	<b>Identities</b> Through inquiry learning, the following is explored:  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?	<b>Innovations</b> Through inquiry learning, the following is explored:  How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	<b>Narratives</b> Through inquiry learning, the following is explored:  How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

## Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Performance.	20%	Summative internal assessment 3 (IA3): Project.	35%
Summative internal assessment 2 (IA2): Composition.	20%		
Summative external assessment (EA): 25% Examination – extended response.			





# Physical Education

## General Subject

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn 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. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

## Pathways

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Motor learning, functional anatomy, and biomechanics in physical activity</b> In Topic 1, students engage in learning that includes the integration of motor learning subject matter and selected physical activities. In Topic 2, students engage in learning that involves the integration of functional anatomy and biomechanics subject matter and selected physical activities. Students evaluate the effectiveness of the motor learning, biomechanical and movement strategies	<b>Sport psychology and equity in physical activity</b> In Topic 1, Students recognise and explain the concepts and principles about sport psychology through purposeful and authentic learning in and about a selected physical activity. In physical activity, students explore body and movement concepts and demonstrate specialised movement sequences and movement strategies. In Topic 2, students recognise and explain the concepts and principles about equity in physical activity. In a range of physical activities, students explore barriers	<b>Tactical awareness and ethics in physical activity</b> In Topic 1 students recognise and explain the concepts and principles about dynamic systems of motor learning and tactical awareness through purposeful and authentic learning about and in selected physical activity. In physical activity, students explore body and movement concepts and demonstrate specialised movement sequences and movement strategies. In Topic 2 students recognise and explain the concepts and principles about ethics and integrity in physical activity. In a	<b>Energy, fitness and training in physical activity</b> Students recognise and explain the concepts and principles about energy, fitness and training through purposeful and authentic learning in selected physical activities. In selected physical activities, students investigate body and movement concepts and demonstrate specialised movement sequences and movement strategies. Students evaluate the effectiveness of the training strategy and movement strategies and



Unit 1	Unit 2	Unit 3	Unit 4
and justify using primary and secondary data.	and enablers to gather data about the influence on equity. Students evaluate the effectiveness of the equity strategy on engagement and performance and justify using primary and secondary data.	range of physical activities, students explore the factors that influence fair play, ethical behaviour and integrity to gather data about engagement. Students evaluate the effectiveness of the ethics strategy to optimise integrity and engagement and justify using primary and secondary data.	justify using primary and secondary data.

## Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Project - folio.	25%	Summative internal assessment 3 (IA3): Project - folio.	25%
Summative internal assessment 2 (IA2): Investigation - report.	25%	Summative external assessment (EA): Examination - combination response.	25%



# Physics

## General Subject

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

## Pathways

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Thermal, nuclear and electrical physics</b> Heating processes. Ionising radiation and nuclear reactions. Electrical circuits.	<b>Linear motion and waves</b> Linear motion and force. Waves.	<b>Gravity and electromagnetism</b> Gravity and motion. Electromagnetism.	<b>Revolutions in modern physics</b> Special relativity. Quantum theory. The Standard Model.

## Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Data test.	10%	Summative internal assessment 3 (IA3): Research investigation.	20%
Summative internal assessment 2 (IA2): Student experiment.	20%		
Summative external assessment (EA): 50% Examination – combination response.			



# Psychology

## General Subject

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Students learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

## Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Individual development</b> The role of the brain. Cognitive development. Consciousness and sleep.	<b>Individual behaviour</b> Intelligence. Diagnosis. Psychological disorders and treatments. Emotion and motivation.	<b>Individual thinking</b> Brain function. Sensation and perception. Memory. Learning.	<b>The influence of others</b> Social psychology. Interpersonal processes. Attitudes. Cross-cultural psychology.

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Data test.	10%	Summative internal assessment 3 (IA3): Research investigation.	20%
Summative internal assessment 2 (IA2): Student experiment.	20%		
Summative external assessment (EA): 50% Examination – combination response.			





# Specialist Mathematics

## General Subject

Specialist Mathematics major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

## Pathways

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

## Structure

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

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



## Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Problem-solving and modelling task.	20%	Summative internal assessment 3 (IA3): Examination – short response.	15%
Summative internal assessment 2 (IA2): Examination – short response.	15%		
Summative external assessment (EA): 50% Examination – combination response.			



# Study of Religion

## General Subject

Study of Religion investigates religious traditions and how religion has influenced, and continues to influence, people's lives. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in a pluralist society.

Students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion and their influence on people, society and culture. These are explored through sacred texts and religious writings that offer insights into life, and through the rituals that mark significant moments and events in the religion itself and the lives of adherents.

Students develop a logical and critical approach to understanding the influence of religion, with judgments supported through valid and reasoned argument. They develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields.

## Pathways

A course of study in Study of Religion can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Religion, meaning and purpose</b> Nature and purpose of religion. Sacred texts.	<b>Religion and ritual</b> Lifecycle rituals. Calendrical rituals.	<b>Religious ethics</b> Social ethics. Personal ethics.	<b>Religion, rights and relationships</b> Religion and the nation-state. Human existence and rights.

## Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination - extended response.	25%	Summative internal assessment 3 (IA3): Investigation - inquiry response.	25%
Summative internal assessment 2 (IA2): Investigation - inquiry response.	25%	Summative external assessment (EA): Examination - short response.	25%



# Visual Art

## General Subject

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

## Pathways

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

## Structure

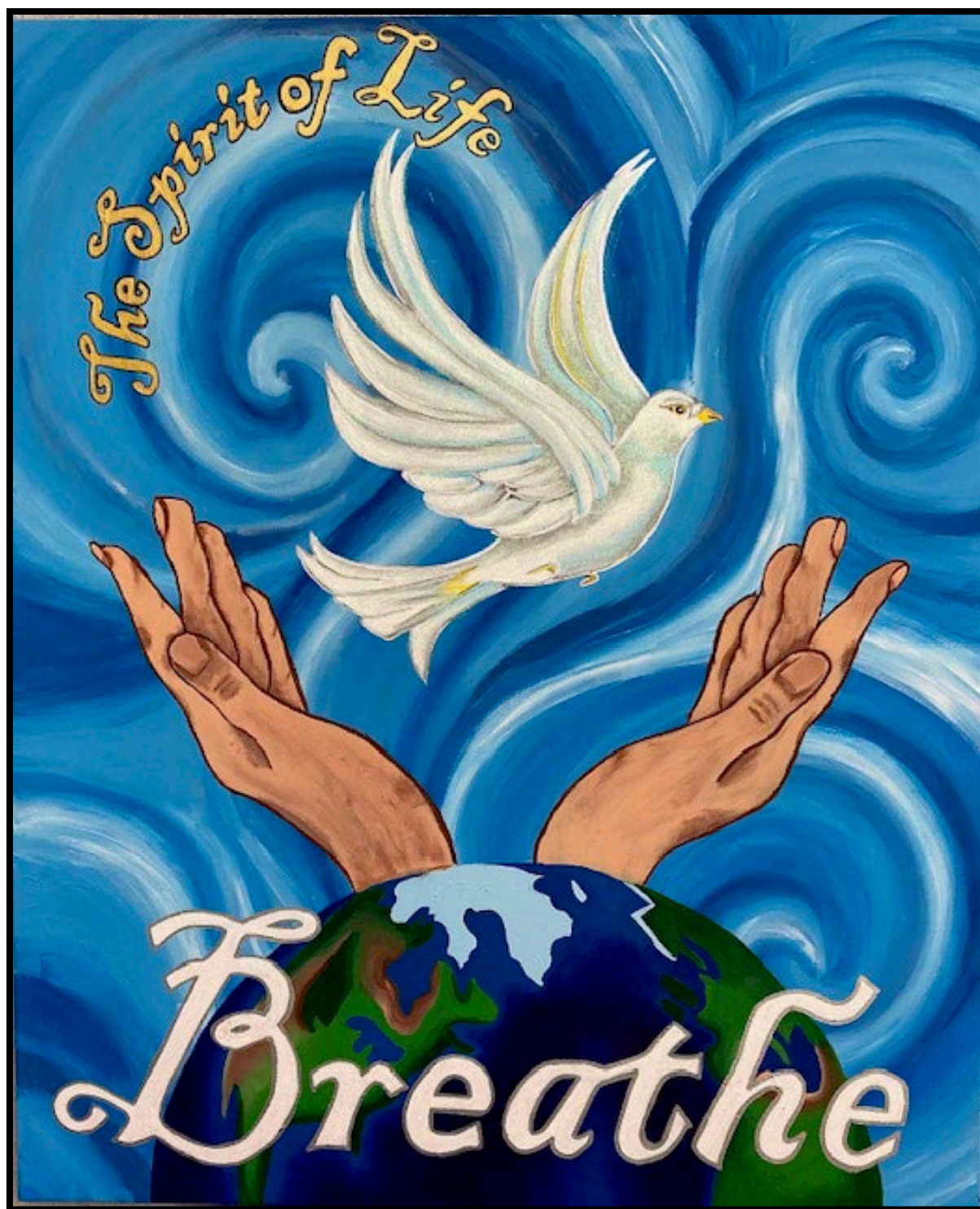
Unit 1	Unit 2	Unit 3	Unit 4
<b>Art as lens</b> Concept: lenses to explore the material world. Contexts: personal and contemporary. Focus: People, place, objects.	<b>Art as code</b> Concept: art as a coded visual language. Contexts: formal and cultural. Focus: Codes, symbols, signs and art conventions.	<b>Art as knowledge</b> Concept: constructing knowledge as artist and audience. Contexts: contemporary, personal, cultural and/or formal. Focus: student directed.	<b>Art as alternate</b> Concept: evolving alternate representations and meaning. Contexts: contemporary and personal, cultural and/or formal. Focus: student directed.

## Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Investigation - inquiry phase 1.	15%	Summative internal assessment 3 (IA3): Project - inquiry phase 3.	35%
Summative internal assessment 2 (IA2): Project - inquiry phase 2.	25%		
Summative external assessment (EA): 25% Examination – extended response.			



# VET CERTIFICATE IV AND III SUBJECTS





# Certificate IV in Justice Studies(10971NAT)



## Subject Type: VET

RTO Code: 40789

Certificate IV in Justice Studies is a nationally accredited course.

The course is designed to provide student with a broad understanding of the justice system and develop the personal skills and knowledge that underpin employment in the justice system.

Content is delivered in a classroom environment through Certificate IV in Justice Studies classes or via independent study in study lines at school. Course content is provided by the trainer and assessor. This can be in the form of online reading and activities, video/face-to-face workshops. Access to the internet is required.

## Pathways

The Certificate IV in Justice Studies is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.

The Certificate IV in Justice Studies is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.

## Course Costs

2026 up-front fee is \$750 (current at 30 April 2025).

## Entry Requirements

**Academic** - There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.

**Attitude** - students need to demonstrate independent learning skills and regular completion of at home learning to support studies in this qualification is recommended.

Students will be required to undertake an LLN test to determine suitability and any support needs.

## Structure

To attain this certificate, 10 units of competency (six core and four electives) must be completed.

Units of Competency Delivered	
NAT10971001	Provide information and referral advice on justice-related issues
NAT10971002	Prepare documentation for court proceedings
NAT10971003	Analyse social justice issues
BSBXCM401	Apply communication strategies in the workplace
PSPREG033	Apply Regulatory Powers
BSBLEG421	Apply understanding of the Australian Legal System
PSPREG006	Produce formal record of interview
PSPREG010	Prepare a brief of evidence
PSPLEG002	Encourage compliance with legislation in public sector
PSPETH007	Uphold and support the values and principles of public service

## How Do I Learn?

Content is delivered in a classroom environment through Legal Studies/Certificate IV in Justice Studies classes or via an online plus face-to face option. Course content provided by the trainer and assessor. This can be in the format of online reading and activities, whole day workshops, three x compulsory workshops with industry professionals.

## Technology required:

Access to the internet.

## Assessment

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following: Written projects, Online quizzes, Observation of skills, Oral and written questions.

## Further Information

Refund Policy: Refund for students exiting a certificate course is on pro rata basis related to the unit/s of competency covered (less a \$50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (e.g. a medical certificate or show extreme personal hardship). Applications for refund are made to the Unity College Principal and are at the discretion of the Principal.

Correct at the time of publication but subject to change. Date of publication 17 June 2025.



# Certificate III in Fitness (SIS30321) + Certificate II in Sport and Recreation (SIS20122)

**Subject Type: Health and Physical Education**

**RTO Code: 31319**

This dual qualification is delivered by a College Trainer/Assessor under the control of the external Registered Training Organisation, Binnacle Training.

## Prior Learning

Sound comprehension skills as well as verbal and written skills are required to address the requirements of assessment as well as a genuine interest in the industry and enthusiasm and motivation to participate in physical activity sessions.

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

## Unit Topics – Dual Qualification

YEAR 11				
Topics	Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none"> <li>• Introduction to the Sport, Fitness and Recreation Industry.</li> <li>• Introduction to Coaching Programs, Laws and Legislation.</li> </ul> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>• Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions.</li> <li>• SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Community Programs.</li> <li>• Introduction to Conditioning Programs.</li> </ul> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>• Group Nutrition Presentation: Create and Deliver a Presentation to your Peers.</li> <li>• Community SFR Program #1: Plan and Conduct Community SFR Sessions for Participants.</li> </ul>	<ul style="list-style-type: none"> <li>• Working in the SFR Industry.</li> <li>• Providing quality service in the SFR Industry.</li> </ul> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>• One-on-One Cardio Program.</li> <li>• Group Conditioning Sessions for Adolescent Participants.</li> </ul>	<ul style="list-style-type: none"> <li>• Anatomy and Physiology.</li> <li>• First Aid Course - HLTAID011 Provide First Aid.</li> </ul> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>• Bootcamp Program (Teacher Facilitated): Assist with Delivering Bootcamp Sessions.</li> </ul>
QUALIFICATION SCHEDULED FOR COMPLETION: SIS20122 CERTIFICATE II IN SPORT AND RECREATION				



YEAR 12				
Topics	Term 5	Term 6	Term 7	Term 8
	<ul style="list-style-type: none"> <li>Anatomy and Physiology.</li> <li>Health and Nutrition Consultations.</li> </ul> <b>Programs:</b> <ul style="list-style-type: none"> <li>One-on-One Gym Program: Adolescent Client.</li> <li>Conduct Consultations with a Client (Peer).</li> <li>Plan and Conduct Sessions (Scenario Clients).</li> </ul>	<ul style="list-style-type: none"> <li>Screening and Health Assessments.</li> <li>Specific Population Clients.</li> <li>Older Clients.</li> </ul> <b>Programs:</b> <ul style="list-style-type: none"> <li>Fitness Orientation Program: Client Orientations.</li> <li>Gentle Exercise Program: Participate in Gentle Exercise Sessions.</li> <li>Mobility Program: Plan and Instruct Mobility Sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Older Clients.</li> <li>Specific Populations.</li> </ul> <b>Programs:</b> <ul style="list-style-type: none"> <li>Group Exercise and Gym-based One-on-One Sessions: Female and Male Adults aged 18+; and Older Adults aged 55+.</li> </ul>	

UNITS OF COMPETENCY		
Competencies Scheduled for Completion	HLTAID011	Provide First Aid
	HLTWHS001	Participate in workplace health and safety
	SISXEMR003	Respond to emergency situations
	BSBSUS211	Participate in sustainable work practices
	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
	BSBOPS304	Deliver and monitor a service to customers
	BSBPEF301	Organise personal work priorities
	SISFFIT035	Plan group exercise sessions
	SISFFIT036	Instruct group exercise sessions
	SISFFIT032	Complete pre-exercise screening and service orientation
	SISFFIT033	Complete client fitness assessments
	SISFFIT052	Provide healthy eating information
	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
	SISXCCS004	Provide quality service
	BSBSUS211	Participate in sustainable work practices
	SISOFLD001	Assist in conducting recreation sessions
	SISXFAC006	Maintain activity equipment
	BSBPEF202	Plan and apply time management
	SISSPAR009	Participate in conditioning for sport
	SISXIND011	Maintain sport, fitness and recreation industry knowledge

Note: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum.

## How do I learn?

A range of teaching and learning strategies including practical skills; industry experience; group work and folio tasks, providing client screening and health assessments and planning and delivering gym programs.



## **How am I assessed?**

A range of assessment methods including practical tasks, hands on sessions with participants/clients, group work, and practical experience within the school sporting programs and fitness facility and logbook of practical experience will be used to gather evidence.

## **Level of commitment**

Students are expected to commit to both the theory and practical components for the entire duration of the course.

## **How can parents/caregivers assist learning in Certificate III in Fitness + Certificate II in Sport & Recreation?**

Parents/caregivers can assist by ensuring that students maintain a consistent approach to their competency work and maintain regular communication with the trainer.

## **Service Agreement**

This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Certificate and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

## **Product Disclosure Statement**

This 2025 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides, and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: <http://www.binnacletraining.com.au/rto.php> and select 'RTO Files'.

Correct at the time of publication but subject to change. Date of publication 9 June 2025.





# Certificate III in Health Services Assistance (HLT33115)



(including HLT23221 Certificate II in Health Support Services)

**Subject Type: Health and Physical Education**

**RTO Code: 40518**

This qualification is delivered by the external Registered Training Organisation (RTO), Connect 'n' Grow, 40518.

This qualification is a nationally recognised course and provides a pathway to work in the services industry to support the effective functioning of health services and assist individuals in meeting their immediate needs in community services. Health and Community services are the largest growing industries in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with the basic skills for a career in the health industry as well as providing a pathway for those wishing to pursue further study in these fields. Skills acquired in this course include first aid, CPR Certification, communication, interpreting medical terminology, conducting health checks and recognising healthy body systems, infection control, working with diverse people and working in teams. This course is targeted at people wanting to move toward a nursing or clinical type career path. This qualification is delivered by a College Trainer/Assessor in partnership with the external Registered Training Organisation, Connect 'n' Grow.

## Prior Learning

Sound comprehension skills as well as verbal and written skills are required to address the requirements of assessment as well as a genuine interest in the industry. Students must complete HLT23221: Certificate II in Health Support Services in order to move on to HLT33115: Certificate III in Health Services Assistance.

## Unit Topics

Topics	<ul style="list-style-type: none"><li>• Workplace Health and Safety.</li><li>• Infection control.</li><li>• Cleaning tasks in clinical setting.</li><li>• Conducting health assessments with diverse clients.</li><li>• Working in health teams.</li><li>• Working in health administration.</li></ul>	
	COURSE UNITS YEAR 1 (CERTIFICATE II UNITS)	
	HLTWHS001	Participate in workplace health and safety
	HLTINF006	Apply basic principles and practices of infection prevention and control
	CHCDIV001	Work with diverse people
	BSBOPS203	Deliver a service to customers
Competencies Scheduled for Completion	CHCCCS010	Maintain a high standard of service
	HLTHSS009	Perform general cleaning tasks in a clinical setting
	CHCCOM005	Communicate and work in health or community services
	BSBINM201	Process and maintain workplace information
	BSBPEF202	Plan and apply time management
	HLTHSS011	Maintain stock inventory
	HLTWHS005	Conduct manual tasks safely
	CHCPRP005	Engage with health professionals and the health system



Competencies Scheduled for Completion	COURSE UNITS YEAR 2 (CERTIFICATE III UNITS)	
	HLTAAP001	Recognise Healthy Body Systems
	BSBMED301	Interpret and apply medical terminology
	HLTAID011	Provide first aid
	BSBWOR301	Organise personal work priorities and development
	HLTAID009	Provide cardiopulmonary resuscitation
	CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
	CHCCCS009	Facilitate responsible behaviour
	HLTAID010	Provide basic emergency life support

## How do I learn?

A range of teaching and learning strategies will be used which include online learning, practical activities and scenarios, and face-to-face training. First Aid will also be delivered as a short course within the program.

## How am I assessed?

A range of assessment methods including observations, folios of work, questionnaires, and written and practical tasks.

## Work experience

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability.

## Level of commitment

Students are expected to commit to both the theory and practical components for the entire duration of the course. Checkpoints and module due dates are provided to students throughout the course and are expected to be adhered to. Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability.

## How can parents/caregivers assist learning?

Parents/caregivers can assist by supporting students to regularly complete competency requirements.

## Service Agreement

This is a two-year course. Students will be provided with every opportunity to complete these qualifications. Employment is not guaranteed upon completion of this qualification. Students who are deemed competent in all units of competency will be awarded the qualification and a record of results by Connect 'n' Grow®, RTO 40518. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Correct at the time of publication but subject to change. Date of publication 9 June 2025.



# Certificate III in Hospitality (SIT30622)

(With SIT20322 Certificate II in Hospitality embedded)



## Subject Type: VET

**RTO Code: 30978**

This qualification is delivered by the external Registered Training Organisation (RTO), Blueprint Career Development 30978. This qualification provides opportunities to develop a range of contemporary hospitality industry skills.

## Career Outcomes

- Café Attendant
- Catering Assistant
- Food and Beverage Attendant
- Waiter
- Function Attendant
- Restaurant Host

This qualification is a nationally recognised course that provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic operational knowledge and limited practical skills in a defined context.

SIT30622 Certificate III in Hospitality provides a pathway to work front of house in organisations such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. Individuals may work with some autonomy or in a team but usually under close supervision. The qualification is suitable for an Australian apprenticeship pathway. Job opportunities encompass restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias and coffee shops. This qualification is delivered by a College Trainer in partnership with an external Registered Training Organisation, Blueprint Career Development.

## Prior Learning

Sound comprehension skills as well as verbal and written skills are required to address the requirements of assessment as well as a genuine interest in the industry.

## Unit Topics - SIT20322 Certificate II in Hospitality and SIT30622 Certificate III in Hospitality

Core/Mandatory Units		
BSBTWK201	Work effectively with others	Cert II
SITHIND007	Use hospitality skills effectively	Cert II
SITXCOM007	Show social and cultural sensitivity	Cert II & III
SITXCCS011	Interact with customers	Cert II
SITXWHS005	Participate in safe work practices	Cert II & III
SITXFSA005	Use hygienic practices for food safety	Cert II & III
SITHIND006	Source and use information on the hospitality industry	Cert II & III
SITHIND008	Work effectively in hospitality service	Cert III
SITXCCS014	Provide service to customers	Cert III
SITXHRM007	Coach others in job skills	Cert III

Elective Units		
SITHFAB021	Provide responsible service of alcohol	Cert II & III
SITHFAB024	Prepare and serve non-alcoholic beverages	Cert II & III
SITHFAB025	Prepare and serve espresso coffee	Cert II & III
SITHKOP009	Clean kitchen premises and equipment	Cert III
SITHGAM022	Provide responsible gambling services	Cert II & III

Elective Units		
SITHCCC025	Prepare and present sandwiches	Cert III
SITHCCC028	Prepare appetisers and salads	Cert III
SITHCCC024	Prepare and present simple dishes	Cert II & III
HLTAID011	Provide First Aid	Cert III

Please note that the elective units listed above may be subject to change.

## How do I learn?

A range of teaching and learning strategies including practical skills, industry experience and group work.

## How am I assessed?

A range of assessment methods including observations; assignments; and short answer questions will be used to gather evidence.

## Level of Commitment

Students are expected to commit to both the theory and practical components for the entire duration of the course. Students need to be prepared to complete 36 service periods out of regular class time as part of this qualification in a suitable hospitality commercial environment. Functions are undertaken both during school hours and out of school hours.

## How can parents/caregivers assist learning in Certificate III in Hospitality?

Parents/caregivers can assist by organising transport to and from functions as well as supporting students to regularly complete competency requirements.

## Service Agreement

This is a two-year course offered via a Third-Party arrangement with Blueprint Career Development. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Certificate and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Correct at the time of publication but subject to change. Date of publication 23 May 2025.

Notes:

For eligible applicants, the Queensland Department of Employment, Small Business and Training can fund the training for the SIT20322 Certificate II in Hospitality component of the qualification through VETiS. The remaining units will be paid for as user Pay.

The VET investment budget will provide for students to complete **ONE** VETiS qualification listed on the Queensland Training Subsidies List while at school.

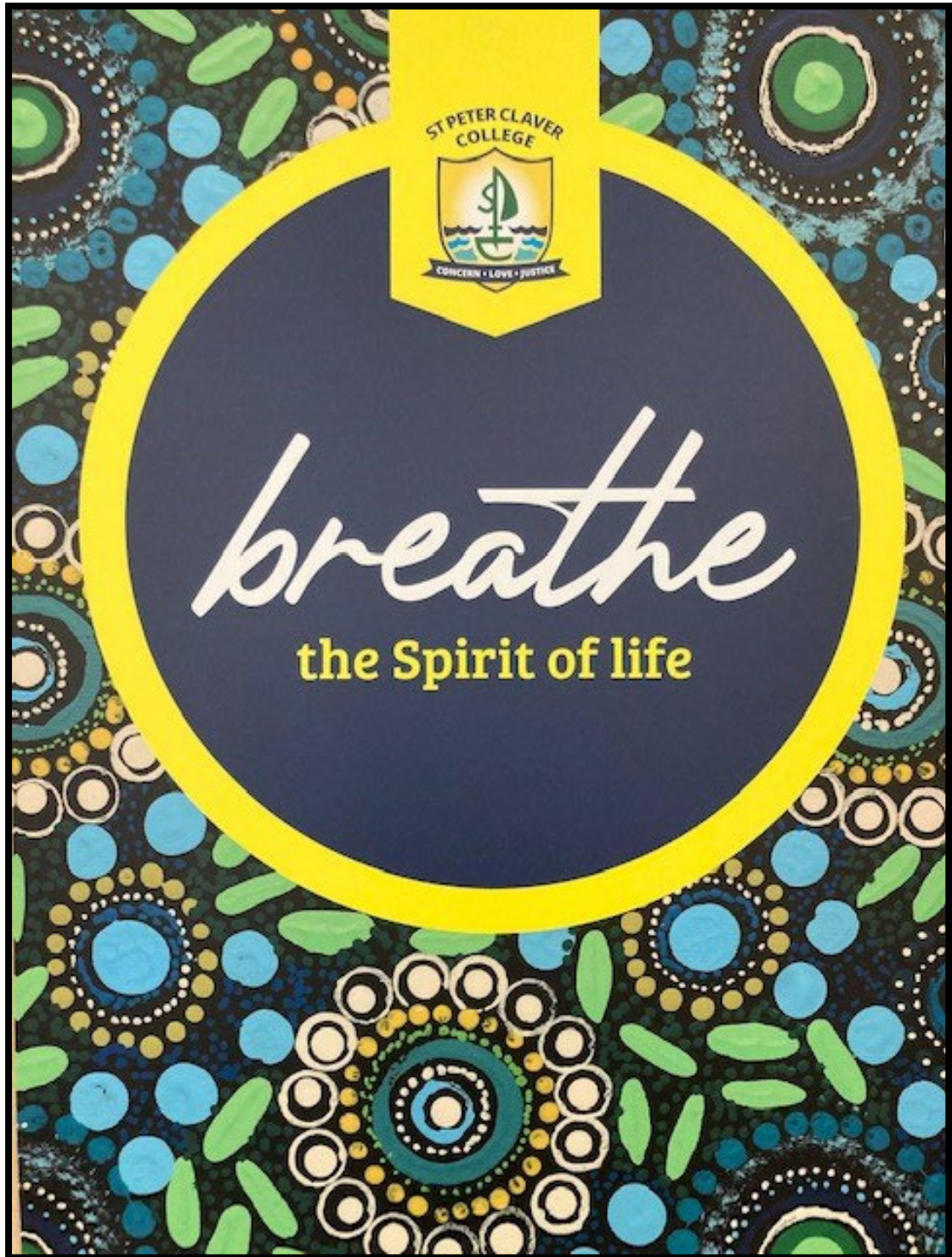
For more information on the VETiS, visit <https://desbt.qld.gov.au/training/providers/funded/vetis>.

For eligibility and more information on this program speak to a Training Direct Australia representative.





# APPLIED SUBJECTS





# Dance in Practice

## Applied Senior Subject

Dance in Practice focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers.

Students create, perform and produce dance works in class, school and community contexts, and use their senses as a means of understanding and responding to their own and others' dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. Students explore safe dance practices for themselves and groups. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance.

## Pathways

A course of study in Dance in Practice can establish a basis for further education and employment in across a range of fields such as creative industries, education, project and event management, marketing, health, recreation, humanities, communications, science and technology.

## Structure

Core	Electives	
Unit 1	Health	In this unit, students explore choreographing, performing and responding in dance through the concept of health-related dance.
Unit 2	Industry	In this unit, students explore different sectors of the dance industry (including professional and amateur) through choreographing, performing and responding experiences.
Unit 3	Celebration	In this unit, students explore dance used for celebration through choreographing, performing and responding experiences.
Unit 4	Technology	In this unit, students explore the use of technology in dance. Students develop critical and creative thinking skills through problem-solving and decision-making as they explore how technology influences decisions when making and responding in dance.

## Assessment

For Dance in Practice, assessment from Units 1-4 where students explore health, industry, celebration and technology. From there, each unit consists of different assessment components comprising of choreographic projects, performance, performance projects and choreography.



Core	Electives
Choreographic Project	Students plan, choreograph and evaluate a dance.
Performance Project	Students plan and evaluate an adaption of a teacher or guest devised dance.
Choreography	Students choreograph a dance based on the planning for a new identified group from Choreographic Project assessment.
Performance	Students perform a teacher or student-devised dance.



# Essential English

## Applied Subject

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every day, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

## Pathways

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility - skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Language that works</b> Responding to texts. Creating texts.	<b>Texts and human experiences</b> Responding to texts. Creating texts.	<b>Language that influences</b> Creating and shaping perspectives on community, local and global issues in texts. Responding to texts that seek to influence audiences.	<b>Representations and popular culture texts</b> Responding to popular culture texts. Creating representations of Australian identities, places, events and concepts.

## Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Spoken response.	Summative internal assessment 3 (IA3): Multimodal response.
Summative internal assessment 2 (IA2): Common internal assessment (CIA).	Summative internal assessment (IA4): Written response.



# Essential Mathematics

## Applied Subject

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance.

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

## Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Number, data and money</b> Fundamental topic: Calculations. Number. Representing data. Managing money.	<b>Data and travel</b> Fundamental topic: Calculations. Data collection. Graphs. Time and motion.	<b>Measurement, scales and chance</b> Fundamental topic: Calculations. Measurement. Scales, plans and models. Probability and relative frequencies.	<b>Graphs, data and loans</b> Fundamental topic: Calculations. Bivariate graphs. Summarising and comparing data. Loans and compound interest.

## Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Problem-solving and modelling task.	Summative internal assessment 3 (IA3): Problem-solving and modelling task.
Summative internal assessment 2 (IA2): Common internal assessment (CIA).	Summative internal assessment (IA4): Examination – short response.



# Fashion

## Applied Subject

Fashion explores what underpins fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.

Students engage in a design process to plan, generate and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. They investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

## Pathways

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

## Structure

Fashion is a four-unit course of study. The course of study contains four QCAA-developed units for commencement in 2026.

Unit option	Unit title
Unit 1	Slow fashion
Unit 2	Fashion designers
Unit 3	Collections
Unit 4	Adornment





## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Fashion are:

Technique	Description	Response requirements
Project	Students design and produce fashion garment/s, drawings, collections or items.	<b>Fashion product</b> Product: fashion garment/s. <b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, eight A4 pages or equivalent digital media.
Practical demonstration	Students create/design and/or produce an outfit, garments, campaigns or extension lines.	<b>Unit-specific product</b> Product: inspiration/presentation board, awareness campaign that uses technology or marketing campaign. <b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, eight A4 pages or equivalent digital media.



# Industrial Technology Skills

## Applied Subject

Industrial Technology Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts in a range of industrial sector industries, including building and construction, engineering and furnishing. Industry practices are used by industrial sector enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills of the core learning in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

## Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

## Structure

Industrial Technology Skills is a four-unit course of study. The syllabus contains the four industrial sector syllabuses with QCAA-developed units as options for schools to select from for their course of study.

Unit option	Unit title
Unit 1	Industrial Graphics – computer aided manufacturing
Unit 2	Furniture – Furniture making
Unit 3	Industrial Graphics – Graphics for the furnishing industry
Unit 4	Furnishing – Production in the bespoke furniture industry



## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Industrial Technology Skills are:

Technique	Description	Response requirements
Project	Students design and produce manufactured items, 3D models, plans or renders.	<b>Example of a Furnishing manufactured product</b> Example product: Adirondack Chair <b>Construction and evaluation</b> Timber product (large outdoor chair): up to 50 hours of class construction time, accompanied by self and peer evaluation.
Practical demonstration	Students create/design and/or produce a part of a manufactured object, or a sequence that becomes part of a greater process.	<b>Example of an Industrial Graphics product</b> Product: 3D model of a potential furnishing artifact. Includes inspiration/presentation board, market research and uses required technology for presentation. <b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): Digital file and up to eight A4 pages or equivalent digital media.



# Information and Communication Technology

## Applied Subject

Information and Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

## Pathways

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

## Structure

Information & Communication Technology is a four-unit course of study.

Unit option	Unit title
Unit 1	App development
Unit 2	Audio and video production
Unit 3	Digital imaging and modelling
Unit 4	Robotics

## Assessment

Students complete two assessment tasks for each unit. The assessment tasks used in Information & Communication Technology are:

Technique	Description	Response requirements
Product proposal	Students produce a prototype for a product proposal in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 3 minutes, six A4 pages or equivalent digital media.
Project	Students produce a product prototype in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 5 minutes, eight A4 pages, or equivalent digital media that includes a demonstration of the product prototype.



# Religion and Ethics

## Applied Subject

Religion and Ethics offers students the opportunity to explore values and life choices and the way in which these are related to beliefs and practices as they learn about religion, spirituality and ethics. As they learn about and reflect on the richness of religious, spiritual and ethical worldviews they examine their own sense of purpose and personal integrity. Students investigate and critically reflect on the role and function of religion and ethics in society. They investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and social justice and explore how these are dealt with in various religious, spiritual and ethical traditions. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.

Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live.

## Pathways

A course of study in Religion and Ethics can establish a basis for further education and employment in any field. Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings.

## Structure

Religion and Ethics is a four-unit course of study.

Unit option	Unit title
Unit 1	World religions and spirituality
Unit 2	Australian identity
Unit 3	Sacred stories
Unit 4	Social justice





## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Religion and Ethics are:

Technique	Description	Response requirements
Project	Students provide a view on a scenario.	<p>Product/Plan/Campaign one of the following:</p> <ul style="list-style-type: none"> <li>Multimodal (at least two modes delivered at the same time) - up to 5 minutes or six A4 pages, or equivalent digital media.</li> <li>Spoken: up to 4 minutes or signed equivalent.</li> <li>Written: up to 600 words.</li> </ul> <p><b>Evaluation</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>Multimodal (at least two modes delivered at the same time) - up to 4 minutes or four A4 pages, or equivalent digital media.</li> <li>Spoken: up to 3 minutes or signed equivalent.</li> <li>Written: up to 400 words.</li> </ul>
Investigation	Students investigate a question, opportunity or issue to develop a response.	<p>One of the following:</p> <ul style="list-style-type: none"> <li>Multimodal (at least two modes delivered at the same time) - up to 7 minutes or ten A4 pages, or equivalent digital media.</li> <li>Spoken: up to 7 minutes or signed equivalent.</li> <li>Written: up to 1000 words.</li> </ul>
Extended Response	Students respond to stimulus related to a scenario.	<p>One of the following:</p> <ul style="list-style-type: none"> <li>Multimodal (at least two modes delivered at the same time) - up to 7 minutes or ten A4 pages, or equivalent digital media.</li> <li>Spoken: up to 7 minutes or signed equivalent.</li> <li>Written: up to 1000 words.</li> </ul>



# Social and Community Studies

## Applied Subject

Social and Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future. Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

## Pathways

A course of study in Social and Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

## Structure

Social and Community Studies is a four-unit course of study.

Unit option	Unit title
Unit 1	Healthy choices for mind and body
Unit 2	Relationships and work environments
Unit 3	Legal and digital citizenship
Unit 4	Lifestyle and financial choices

## Assessment

For Social and Community Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit content.	<b>Item of communication</b> One of the following: <ul style="list-style-type: none"><li>Multimodal (at least two modes delivered at the same time): up to 5 minutes, six A4 pages or equivalent digital media.</li><li>Spoken: up to 4 minutes or signed equivalent.</li><li>Written: up to 600 words.</li></ul> <b>Evaluation</b> One of the following: <ul style="list-style-type: none"><li>Multimodal (at least two modes delivered at the same time): up to 4 minutes, four A4 pages or equivalent digital media.</li></ul>



Technique	Description	Response requirements
		<ul style="list-style-type: none"> <li>Spoken: up to 3 minutes or signed equivalent.</li> <li>Written: up to 400 words.</li> </ul>
Extended Response	Students respond to stimulus related to an issue that is relevant to the unit context.	One of the following: <ul style="list-style-type: none"> <li>Multimodal (at least two modes delivered at the same time): up to 7 minutes, ten A4 pages or equivalent digital media.</li> <li>Spoken: up to 7 minutes or signed equivalent.</li> <li>Written: up to 1000 words.</li> </ul>
Investigation	Students investigate an issue relevant to the unit content by collecting and examining information to consider solutions and form a response.	One of the following: <ul style="list-style-type: none"> <li>Multimodal (at least two modes delivered at the same time): up to 7 minutes, ten A4 pages or equivalent digital media.</li> <li>Spoken: up to 7 minutes or signed equivalent.</li> <li>Written: up to 1000 words.</li> </ul>



# Tourism

## Applied Subject

Tourism is a major global industry and a vital part of Australia's economy, significantly contributing to both GDP and employment. It encompasses a wide range of businesses and services that cater to tourists traveling for leisure, work, health, or family reasons. The subject of Tourism is designed to help students build a diverse set of skills - intellectual, technical, creative, and workplace related, while gaining insight into the structure and function of the tourism sectors, including travel, hospitality, and visitor services.

In this exciting new subject offering, students explore the sociocultural, environmental, and economic dimensions of tourism across global, national, and local contexts. In Queensland, this includes examining tourism activities involving Aboriginal and Torres Strait Islander communities. The curriculum emphasises understanding tourism practices, client needs, sustainability, and the industry's broader impacts. Through hands-on learning and assessment, students engage in planning, decision-making, and reflection, applying their knowledge to real-world tourism challenges and opportunities.

## Pathways

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events co-ordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

## Structure

Tourism is a four-unit course of study.

Unit option	Unit title
Unit option A	Tourism and travel
Unit option B	Tourism marketing
Unit option C	Tourism trends and patterns
Unit option D	Tourism industry and careers

## Assessment

Technique	Description	Response requirements
Investigation	Students investigate a unit related context by collecting and examining data and information.	One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media.</li><li>• Spoken: up to 7 minutes or signed equivalent.</li><li>• Written: up to 1000 words.</li></ul>



Technique	Description	Response requirements
Project	Students develop a traveller information package for an international tourism destination.	<p><b>Product</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media.</li> <li>• Spoken: up to 3 minutes or signed equivalent.</li> <li>• Written: up to 500 words.</li> </ul> <p><b>Evaluation</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 4 A4 pages, or equivalent digital media.</li> <li>• Spoken: up to 3 minutes or signed equivalent.</li> <li>• Written: up to 500 words.</li> </ul>





# Visual Arts in Practice

## Applied Subject

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials, technologies and techniques used in artmaking. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. Students explore and apply display and curatorial skills. They also investigate information about artists, art movements and theories.

Students reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

## Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including creative industries, education, advertising and marketing, communications, humanities, health, recreation, science and technology.

## Structure

The Visual Arts in Practice course is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Looking inwards (self)
Unit option B	Looking outwards (others)
Unit option C	Clients
Unit option D	Transform and extend

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Visual Arts in Practice are:

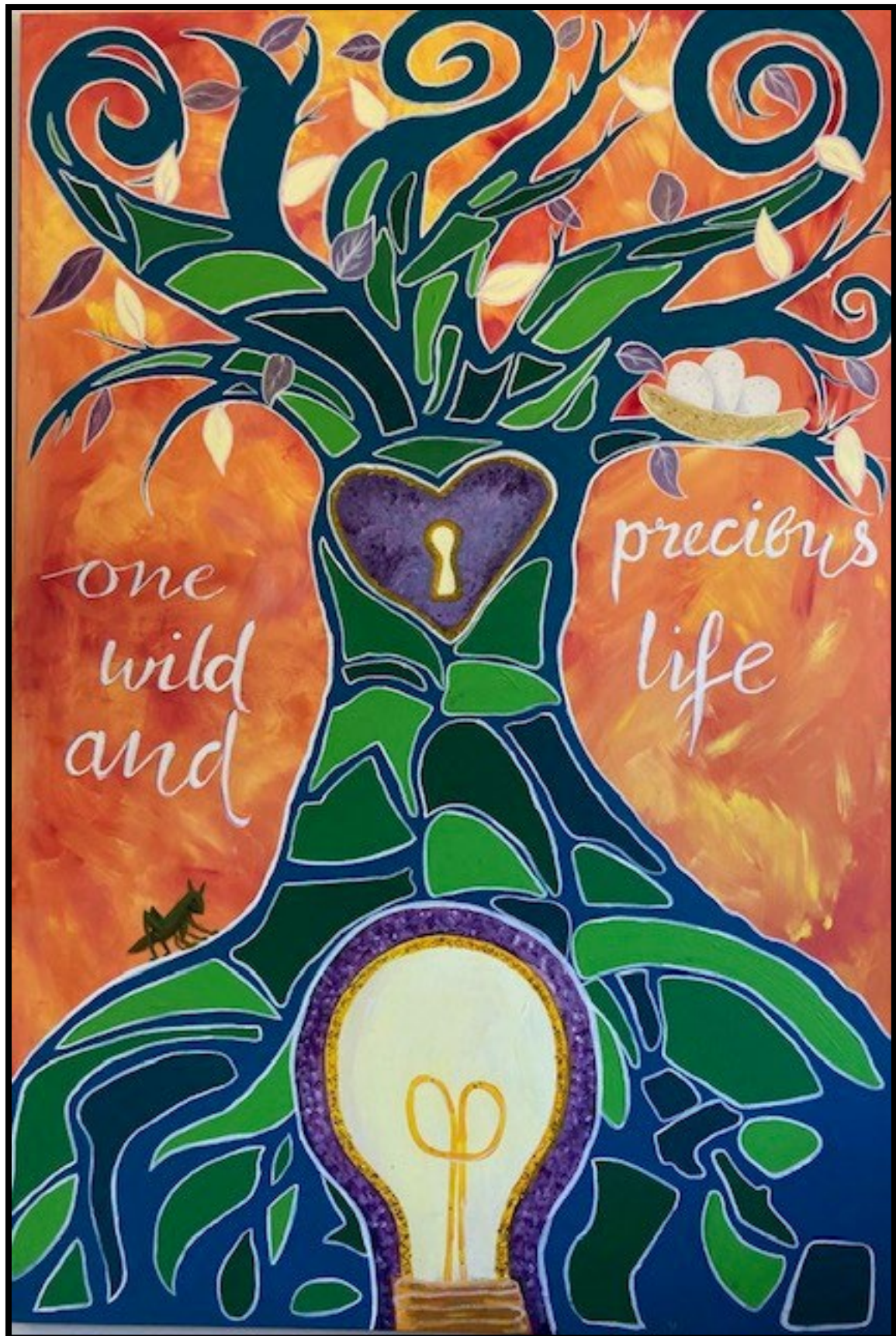
Project	Description	Response requirements
Project	Students make experimental or prototype artworks, or design proposals or stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	<b>Experimental folio</b> Up to eight experimental artworks: 2D, 3D, digital (static) and/or time-based OR <b>Prototype artwork</b> 2D, 3D, digital (static) and/or time-based media: up to four artworks OR <b>Design proposal</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, eight A4 pages, or equivalent



		<p>digital media, including up to four prototype artwork/s – 2D, 3D, digital (static) and or time-based</p> <p>OR</p> <p><b>Folio of stylistic experiments</b></p> <p>Up to eight experimental artworks: 2D, 3D, digital (static) and/or time-based</p> <p>AND</p> <p><b>Planning and evaluations</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, eight A4 pages, or equivalent digital media.</li> <li>• Written: up to 600 words.</li> <li>• Spoken: up to 4 minutes, or signed equivalent.</li> </ul>
Resolved artwork	Students make a resolved artwork that communicates purpose and context relating to the focus of the unit.	<p><b>Resolved artwork</b></p> <ul style="list-style-type: none"> <li>• 2D, 3D, digital (static) and/or time-based media: up to four artwork/s.</li> </ul>



# OTHER VET





# Certificate I in Employment Pathways (22680VIC)



**Subject Type: VET**

**RTO Code: 40548**

This qualification is offered in partnership with the external Registered Training Organisation (RTO), IVET Institute 40548.

The Certificate I in Employment Pathways transforms Students' learning into meaningful vocational opportunities through career exploration. Students are equipped and empowered with essential skills and knowledge across work preparation, industry investigation, career planning, and personal effectiveness – creating accessible employment pathways and a solid foundation for alternative study options.

## Units of Competency

YEAR 11 AND 12		
Competencies Scheduled for Completion	VU23722	Develop personal effectiveness (Core)
	VU23723	Prepare for employment (Core)
	BSBWHS211	Contribute to the health and safety of self and others (Core)
	VU23724	Develop an action plan and portfolio for career planning (Core)
	FSKLRG006	Participate in work placement (Elective)*
	HLTAID001	Provide first aid (Elective)**
	HLTAID009	Provide cardiopulmonary resuscitation (Elective) **

These units are correct at time of publication and may be subject to change.

## How Do I Learn?

This course is designed to be 1 year in duration. Study mode for this qualification is a combination of classroom and project-based learning, online learning (self-study) and practical work-related experience.

## How am I assessed?

Students are assessed on a competency-based assessment approach. Students must successfully complete Units of Competency (Four Core Units and three Elective units) to be awarded this nationally recognised qualification. The minimum recommendation is 4 hours per week in class and 0.5 hours home learning.

## Level of Commitment

Students are expected to commit to both the theory and practical components for the entire duration of the course. Regular completion of at home learning is recommended.

\*Students are required to complete a minimum of 10 hours of work placement as part of this qualification.

## How can parents/caregivers assist learning in Certificate I in Employment Pathways?

Parents/caregivers can assist by ensuring that students maintain a consistent approach to their competency work and maintain regular communication with the teacher.





## Service Agreement

This is a one-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Certificate and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

**\*\*Training fee applies.**

All information provided is current at the time of print; however, is subject to change based on Training Package updates or changes made by the State Curriculum Authority. In the event of such changes, the actual course composition may vary from the above.

Correct at time of publication but subject to change. Date of publication 10 June 2025.





# Certificate II in Active Volunteering (CHC24015)



**Subject Type: VET**

**BCE RTO Code: 30216**

This course is designed as an ideal pathway into industry areas including community services, sport and recreation, environment and conservations, arts, emergency service and human rights and justice. There is also an opportunity for students to be engaged and connected in their community whilst learning employability skills such as communication, teamwork, problem solving, planning, organisation and self-management.

## Prior Learning

Sound comprehension skills as well as verbal and written skills are required to address the requirements of assessment.

## Unit Topics

YEAR 11 AND 12		
<b>Topics</b>	<ul style="list-style-type: none"> <li>Students develop a range of skills that will assist them as volunteers and to work effectively with others whilst engaging in safe work practice. Students will also work as a group on a volunteer project throughout the year.</li> <li>Students acquire strategies that will assist them as volunteers to communicate more effectively with clients, apply known solutions to a problem and undertake administrative tasks. Students will also have the opportunity to work on a group volunteer project or create their own individual project.</li> </ul>	
<b>Competencies Scheduled for Completion</b>	HLTWHS001	Participate in workplace health and safety (Core)
	CHCVOL001	Be an effective volunteer (Core)
	CHCDIV001	Work with diverse people (Core)
	BSBMM201	Communicate in the workplace (Core)
	HLTAID011	Provide First Aid (Elective)
	SITHFAB025	Prepare and serve espresso coffee
	SITXFSA005	Use Hygienic practices for food safety

Please note that the elective units list above may be subject to change.

## How do I learn?

A range of teaching and learning strategies including volunteer experience, group work and written tasks. Weekly lessons will be scheduled to participate in projects within the school as well as opportunities to work with outside organisations such as St Vincent de Paul Society and Rosies – Friends on the Streets.

## How am I assessed?

A range of assessment methods including observations, volunteer placement, short answer questions and activities will be used to gather evidence.

## Level of commitment

Students are expected to commit to both the theory and practical components for the entire duration of the course. Students must also complete 20 hours of volunteer placement with a non-profit organisation in their community in order to meet the requirements for completion of this course.



## **How can parents/caregivers assist learning in Certificate II in Active Volunteering?**

Parents/caregivers can assist by ensuring that students maintain a consistent approach to their competency work and maintain regular communication with the teacher.

### **Service Agreement**

This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Certificate and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

This is a fee-free VET qualification.

Correct at time of publication but subject to change. Date of publication 7 Nov 25.



# Certificate II in Sport Coaching (SIS20321)

**Subject Type: Health and Physical Education**

**RTO Code: 31319**

This qualification is offered in partnership with the external Registered Training Organisation (RTO), Binnacle Training 31319.

Binnacle's Certificate II in Sport Coaching provides a pathway to work in assistant coaching roles working or volunteering at community-based clubs and organisations in the Australian sport industry.

Individuals with this qualification use a range of basic coaching skills to engage participants in a specific sport. They work under the supervision of a qualified teacher.

This program also includes the following:

- The nationally recognised First Aid competency - HLTAID011 Provide First Aid.
- Community Coaching - Essential Skills Course (non-accredited), issued by Australian Sports Commission.
- A range of career pathway options including club level official and/or coach, or direct pathway into Certificate III in Sport and Recreation (or Certificate III in Fitness).

## Skills Acquired

- Planning coaching sessions.
- Coaching foundation level participants.
- Officiating games and competitions.
- Work Safely in Sport, Fitness and Recreation Industry.

## Prior Learning

Sound comprehension skills as well as good verbal and written skills are required to address the requirements of assessment as well as a genuine interest in the industry.

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



## Unit Topics

YEAR 11				
Topics	Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none"> <li>Binnacle Lounge Induction.</li> <li>Sport Specific Coaching.</li> <li>Self-Awareness.</li> <li>Program Developing Officiating Practices.</li> </ul> <b>Programs:</b> <ul style="list-style-type: none"> <li>Introduction to the Sport, Fitness and Recreation (SFR) Industry.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Community Programs.</li> </ul> <b>Programs:</b> <ul style="list-style-type: none"> <li>Community Coaching Program #1.</li> <li>AIS Community Coaching Essential Skills (Online Course).</li> <li>Introduction to Coaching Programs, Laws and Legislation.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to Emergencies.</li> <li>Work Safely.</li> <li>Introduction to Conditioning Programs.</li> </ul> <b>Programs:</b> <ul style="list-style-type: none"> <li>Community Coaching Program #2.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Coaching.</li> <li>Introduction to Anatomy and Physiology – The Cardiovascular System.</li> </ul> <b>Programs:</b> <ul style="list-style-type: none"> <li>Plan and deliver a one-on-one Cardio Program.</li> </ul>
YEAR 12				
Topics	Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none"> <li>Beginning Coaching Principles.</li> <li>Developing Coaching Practices.</li> </ul> <b>Programs:</b> <ul style="list-style-type: none"> <li>Sport-specific Coaching Programs.</li> </ul>	<ul style="list-style-type: none"> <li>Assist with Planning and Conducting Sport Programs.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and conduct Sport Programs.</li> <li>First Aid Course: HLTAID011 Provide First Aid.</li> </ul>	

This qualification consists of seven units of competency (three core units and four elective units).

Competencies Scheduled for Completion	SIRXWHS001	Work safely
	HLTAID011	Provide First Aid
	SISSSCO002	Work in a community coaching role
	SISSSCO001	Conduct sport coaching sessions with foundation level participants
	BSBPFE301	Organise personal work priorities
	SISXIND011	Maintain sport, fitness and recreation industry knowledge
	SISEMR003	Respond to emergency situations

## How do I learn?

A range of teaching and learning strategies including practical skills; industry experience; group work and folio tasks. The study mode for this qualification will be a combination of classroom/project-based learning, online learning (self-study) and practical work-related experience.

## How am I assessed?

A range of assessment methods including practical tasks, hands on sessions with participants, group work, a practical experience Logbook and practical experience within the school sporting programs such as officiating and coaching games and competitions and activities will be used to gather evidence.



## **Level of Commitment**

Students are expected to commit to both the theory and practical components for the entire duration of the course.

## **How can parents/caregivers assist learning in Certificate II in Sport Coaching?**

Parents/caregivers can assist by ensuring that students maintain a consistent approach to their competency work and maintain regular communication with the trainer.

## **Service Agreement**

This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Certificate and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

## **Product Disclosure Statement**

This 2024 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides, and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: <http://www.binnacletraining.com.au/rto.php> and select 'RTO Files'.

Correct at time of publication but subject to change. Date of publication 9 June 2025.







# Certificate II in Engineering Pathways (MEM20422)



**Subject Type: VET**

**RTO Code: 31193**

This qualification is delivered by the external Registered Training Organisation (RTO), Blue Dog Training Ltd 31193.

Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

## Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together. Similarly with machining, the outcome should be something produced on a lathe etc., not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs to be done in a safe manner for each learner and those around them.

## Eligibility - Cost

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- Be currently enrolled in secondary school.
- Permanently reside in Queensland.
- Be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen.
- Not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for 2026 service cost - \$1200.

Please refer to the Blue Dog Training Website for information on their refund policy.

[https://bluedogtraining.com.au/storage/app/media/pdf\\_documents/policies/Student\\_Fee\\_Refund\\_Policy.pdf](https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf)

## Prior Learning

Sound comprehension and numeracy skills as well as verbal and written skills are required to address the requirements of assessment as well as a genuine interest in the industry. Commitment to learning in a Year 9 or 10 Design and Technologies - Manufacturing course is advantageous.



## Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.

Blue Dog Training are responsible for all training and assessment.

## Unit Topics

Unit Code	Unit Name
<b>Core</b>	
MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices
<b>Elective</b>	
MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/handheld operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

### Notes:

1. Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.
2. \*Prerequisite units of competency - an asterisk (\*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
3. More information about this qualification is available at: <https://training.gov.au/Training/Details/MEM20422>

## How do I learn?

A range of teaching and learning strategies including practical skills; industry experience; group work and folio tasks. Students doing this course will be expected to self-manage theory units outside of class time to meet goals.

## How am I assessed?

A range of assessment methods including observations; team projects; online quizzes and activities will be used to gather evidence.



## Level of commitment

Students are expected to commit to both the theory and practical components for the entire duration of the course. Students will need to complete skills profile entries every week they are enrolled in this course (including holidays). Students must be prepared to wear steel capped safety boots and other PPE as required when engaged in practical activities.

## How can parents/caregivers assist learning in Certificate II in Engineering Pathways?

Parents/caregivers can assist by ensuring that students maintain a consistent approach to their competency work through the Blue Dog online theory modules and maintain regular communication with the trainer. Students must wear mandatory PPE in designated areas. All students must wear safety work boots and safety eye protection as a minimum in practical environments.

## Service Agreement

This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Certificate and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Correct at time of publication but subject to change. Date of publication 21 May 2025.

### Notes:

1. This qualification is VETiS funded. The VET investment budget will provide for students to complete **ONE** VETiS qualification listed on the Queensland Training Subsidies List while at school.
2. Students are able to study both VETiS funded Certificate I in Construction and Certificate II in Engineering Pathways courses together; however, there may be some additional costs involved.



# Certificate I in Construction (CPC10120)

## Certificate II in Construction Pathways (CPC20220)



**Subject Type: VET**

**RTO Code: 31193**

This qualification is delivered by the external Registered Training Organisation (RTO), Blue Dog Training Pty Ltd 31193.

The dual construction qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.

The units of competency within the dual qualification cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The dual qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

The qualification is suited to vocational education and training (VET) in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

### Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

### Eligibility - Cost

**CPC10120 Certificate I in Construction** is eligible for funding through the Department of Employment, Small Business and Training (DESBT) who provide funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- Be currently enrolled in secondary school.
- Permanently reside in Queensland.
- Be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen.
- Not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for 2026 service cost - \$1200.

**CPC20220 Certificate II in Construction Pathways** is not currently eligible for funding through the Department of Employment, Small Business and Training (DESBT). This portion of the Dual Qualification is being delivered by Blue Dog Training and will not incur a fee for service cost for 2026 enrolments.



Please refer to the Blue Dog Training Website for information on their refund policy.

[https://bluedogtraining.com.au/storage/app/media/pdf\\_documents/policies/Student\\_Fee\\_Refund\\_Policy.pdf](https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf)

## Prior Learning

Sound comprehension and numeracy skills as well as verbal and written skills are required to address the requirements of assessment as well as a genuine interest in the industry. Commitment to learning in a Year 9 or 10 Design and Technologies - Manufacturing course is advantageous.

## Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.

Blue Dog Training are responsible for all training and assessment.

## Unit Topics

Unit Code	Unit Name
<b>Core</b>	
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work
CPCCVE1011*	Undertake a basic construction project
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCOM1015	Carry out measurements and calculations
<b>Elective</b>	
CPCCCM1011	Undertake basic estimation and costing
CPCCWHS1001#	Prepare to work safely in the construction industry
CPCCCM2004*	Handle construction materials
CPCCCA2002*	Use carpentry tools and equipment
CPCCWF2002*	Use wall and floor tiling tools and equipment

### Notes:

1. \*Prerequisite units of competency - An asterisk (\*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
2. Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.
3. The unit CPCCWHS1001# Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.
4. \*Mandatory Workplace Health and Safety (WHS) training. The unit CPCCWHS1001 Prepare to work safely in the construction industry is designed to meet WHS regulatory authority requirements for WHS induction and must be achieved before access
5. More information can be found about each of these individual qualifications at:

<https://training.gov.au/Training/Details/CPC10120> and <https://training.gov.au/Training/Details/CPC20220>



## How do I learn?

A range of teaching and learning strategies including practical skills; industry experience; group work and folio tasks. Students doing this course will be expected to self-manage online theory units outside of class time to meet goals.

## How am I assessed?

A range of assessment methods including observations; team projects; online quizzes and activities will be used to gather evidence.

## Level of commitment

Students are expected to commit to both the theory and practical components for the entire duration of the course. Students will need to complete skills profile entries every week they are enrolled in this course (including holidays). Students must wear mandatory PPE in designated areas. All students must wear safety work boots and safety eye protection as a minimum in practical environments.

## How can parents/caregivers assist learning in Certificate I in Construction?

Parents/caregivers can assist by ensuring that students maintain a consistent approach to their competency work through the Blue Dog online theory modules and maintain regular communication with the trainer. Students must wear mandatory PPE in designated areas. All students must wear safety work boots and safety eye protection as a minimum in practical environments.

## Service Agreement

This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Certificate and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Correct at time of publication but subject to change. Date of publication 21 May 2025.

### Notes:

1. This qualification is VETiS funded. The VET investment budget will provide for students to complete **ONE** VETiS qualification listed on the Queensland Training Subsidies List while at school.
2. Students are able to study both VETiS funded Certificate I in Construction and Certificate II in Engineering Pathways courses together; however, there may be some additional costs involved.





# TAFE

## TAFE AT SCHOOLS PROGRAM (RTO 0275)

TAFE Queensland is the largest and most experienced provider of vocational education and training in the State. Year 11 and 12 students can choose to study from more than 50 exciting and varied certificate level vocational education and training (VET) courses. A TAFE at School certificate can be achieved in conjunction with your Senior studies whilst at school and count towards your Queensland Certificate of Education (QCE). The TAFE at Schools Program offers students an on-campus experience attending class and/or sharing facilities with TAFE Queensland full-time students.

### Benefits

Not everyone learns in the same way or at the same pace. When you study a TAFE at School course, you are taking the first step on your path to higher education. Many of the diploma courses have formal articulation arrangements with some of Australia's top universities. Trade Pathways TAFE Queensland trade courses offer the perfect way for you to get the skills you need to secure an apprenticeship or traineeship in your dream career.

Earn credit toward the Queensland Certificate of Education (QCE); VET may contribute up to eight points (Certificate III) toward a student's QCE via completion of embedded certificates.

The TAFE at Schools Program is designed to contribute the maximum credit possible, whilst providing a solid underpinning knowledge of the field of study.

### Eligibility

The TAFE at Schools Program requires a commitment from students to achieve the benefits of an accelerated qualification and maximum credit toward QCE.

All students who would like to participate in the TAFE at Schools Program must have both parental and school consent. It is an ongoing requirement that students are undertaking their Senior studies at a participating school during the course of their TAFE at Schools enrolment.

Students should only consider undertaking the program if they are able to commit to ongoing attendance requirements in line with the TAFE Queensland Brisbane's academic calendar and personal conduct that meets the expectations of the TAFE Queensland Student Rules, as well as meeting the College attendance goal of 90%.

This pathway is not recommended for students who have elected to study three or more General Subjects due to the time away from school required to attend TAFE each week.

### How much does it cost?

Fees and costs will vary depending on the nature of the course selected and funding eligibility. Students undertaking a nationally accredited qualification at TAFE Queensland as part of their Senior studies may pay substantially reduced or, in some cases, no tuition fees at all. However, there are material fees for all programs and an administration fee per calendar year and students need to meet these costs. For more information related to program costs, please visit [www.tafeqld.edu.au](http://www.tafeqld.edu.au)

### How do I enrol?

If you would like to find out more information about the enrolment process and discuss student rules and expectations, program plans, please contact Karen Daly, Program Leader VET and Work Skills.

Detailed information concerning course offerings, duration, campus location and QCE Credits can be found in the TAFE Queensland TAFE At School 2026 Course Guide. Students can obtain a copy from the VET and Careers Office, or from the staff member conducting their SET Plan interview.



## MT GRAVATT

### Mt Gravatt

Code	Course name	Funding	Fees	Year levels	QCE credits	Contribute to ATAR	Application code
ACM20121	Certificate II in Animal Care	CR	*\$3,708	11, 12	Up to 4	N/A	TQB2601
CUA31020	Certificate III in Screen and Media - Film and TV	FFS	\$3,124	10,11,12	Up to 8	YES	TQB2601
FBP20122	Certificate II in Food Processing (Craft Beverages)	CR	*\$3,705	10,11,12	Up to 4	N/A	TQB2601

## IPSWICH

### Ipswich

Code	Course name	Funding	Fees	Year levels	QCE credits	Contribute to ATAR	Application code
10935NAT	Certificate II in Autonomous Technology	CR	*\$6,496	10,11	Up to 4	N/A	TQSW2601
11054NAT	Certificate II in Plumbing Services	CR	*\$6,498	11,12	Up to 4	N/A	TQSW2601
AHC21216	Certificate II in Rural Operations	CR	*\$4,635	10,11,12	Up to 4	N/A	TQSW2601
AUR20420	Certificate II in Automotive Electrical Technology	CR	*\$5,200	10,11,12	Up to 4	N/A	TQSW2601
AUR20720	Certificate II in Automotive Vocational Preparation	CR	*\$3,900	10,11,12	Up to 4	N/A	TQSW2601
CHC22015	Certificate II in Community Services - Childcare	CR	*\$2,070	10,11,12	Up to 4	N/A	TQSW2601
CPC10120	Certificate I in Construction	CR	*\$3,905	10,11,12	Up to 3	N/A	TQSW2601
FBP20221	Certificate II in Baking	CR	*\$4,642	10,11,12	Up to 4	N/A	TQSW2601
HLT23221	Certificate II in Health Support Services	CR	*\$3,708	10,11,12	Up to 4	N/A	TQSW2601
HLT33115	Certificate III in Health Services Assistance	FFS	\$1,057	11,12	Up to 6	YES	TQSW2601
ICT50220	Information Technology Foundation Program	FFS	\$3,648	11,12	Up to 8	N/A	TQSW2601
MEM20422	Certificate II in Engineering Pathways	CR	*\$5,196	10,11,12	Up to 4	N/A	TQSW2601
MEM30522	Certificate III in Engineering - Technical (Computer Aided Drafting)	FFS	\$4,130	11,12	Up to 5	YES	TQSW2601
SHB20121	Certificate II in Retail Cosmetics	CR	*\$3,705	10,11,12	Up to 4	N/A	TQSW2601
SHB20216	Certificate II in Salon Assistant	CR	*\$2,722	10,11,12	Up to 4	N/A	TQSW2601
SHB20216	Certificate II in Salon Assistant (Barbering)	CR	*\$2,722	10,11,12	Up to 4	N/A	TQSW2601
SHB30121	Certificate III in Beauty Services	FFS	\$4,878	10,11	Up to 8	YES	TQSW2601
SIT20322	Certificate II in Hospitality	CR	*\$2,772	10,11,12	Up to 4	N/A	TQSW2601
SIT20421	Certificate II in Cookery	CR	*\$2,782	10,11,12	Up to 4	N/A	TQSW2601
UEE22020	Certificate II in Electrotechnology (Career Start)	CR	*\$5,200	11,12	Up to 4	N/A	TQSW2601



## SOUTH BANK

South Bank							
Code	Course name	Funding	Fees	Year levels	QCE credits	Contribute to ATAR	Application code
10935NAT	Certificate II in Autonomous Technologies	CR	*\$6,496	10,11	Up to 4	N/A	TQB2601
10971NAT	Certificate IV in Justice Studies	FFS	\$4,370	11, 12	Up to 8	YES	TQB2601
BSB30320	Certificate III in Legal Services	FFS	\$4,260	10,11,12	Up to 6	YES	TQB2601
BSB40120	Certificate IV in Business	FFS	\$3,264	10,11,12	Up to 8	YES	TQB2601
CHC22015	Certificate II in Community Services	CR	*\$2,070	11,12	Up to 4	N/A	TQB2601
CHC22015	Certificate II in Community Services - Childcare	CR	*\$2,070	10,11,12	Up to 4	N/A	TQB2601
CHC30121	Certificate III in Early Childhood Education and Care	FFS	\$4,199	10,11	Up to 8	YES	TQB2601
CUA20620	Certificate II in Music - Performance	FFS	\$3,104	10,11,12	Up to 4	N/A	TQB2601
CUA20620	Certificate II in Music - Sound Production	FFS	\$3,104	10,11,12	Up to 4	N/A	TQB2601
CUA30220	Certificate III in Community Dance, Theatre and Events	FFS	\$3,978	10,11,12	Up to 7	YES	TQB2601
CUA30720	Certificate III in Design Fundamentals	FFS	\$3,756	10,11,12	Up to 8	YES	TQB2601
CUA31020	Certificate III in Screen and Media (Film and TV)	FFS	\$3,124	10,11,12	Up to 8	YES	TQB2601
CUA31020	Certificate III in Screen and Media (Multimedia)	FFS	\$3,124	10,11,12	Up to 8	YES	TQB2601
CUA31120	Certificate III in Visual Arts	FFS	\$4,200	10,11,12	Up to 8	YES	TQB2601
CUA31120	Certificate III in Visual Arts (Focus on Photography)	FFS	\$4,200	10,11,12	Up to 8	YES	TQB2601
FBP20221	Certificate II in Baking	CR	*\$4,642	10,11,12	Up to 4	N/A	TQB2601
HED001	Civil Engineering Foundation Program	FHL	\$7,500	11,12	N/A	N/A	TQB2601
HLT23221	Certificate II in Health Support Services	CR	*\$3,708	11,12	Up to 4	N/A	TQB2601
HLT54121	Enrolled Nursing Foundation Program	VSL	\$7,815	11	Up to 8	N/A	TQB2601
ICT20319	Certificate II in Telecommunications Technology (Networking)	CR	*\$3,705	10,11	Up to 4	N/A	TQB2601
ICT30120	Certificate III in Information Technology	FFS	\$4,068	10,11	Up to 8	YES	TQB2601
MSL20122	Certificate II in Sampling and Measurement	CR	*\$2,784	10,11,12	Up to 4	N/A	TQB2601
MSL30122	Certificate III in Laboratory Skills	FFS	\$2,682	11,12	Up to 2	YES	TQB2601
MST20722	Certificate II in Apparel, Fashion and Textiles	CR	*\$4,632	10,11,12	Up to 4	N/A	TQB2601
SHB20121	Certificate II in Retail Cosmetics	CR	*\$3,705	10,11,12	Up to 4	N/A	TQB2601
SHB20121/ SHB30221	Certificate II in Retail Cosmetics/Certificate III in Make-Up	CR/FFS	**\$3,200	10,11	Up to 8	YES	TQB2601
SHB20216	Certificate II in Salon Assistant	CR	*\$2,722	10,11,12	Up to 4	N/A	TQB2601
SHB20216	Certificate II in Salon Assistant (Barbering)	CR	*\$2,722	10,11,12	Up to 4	N/A	TQB2601
SHB30121	Certificate III in Beauty Services	FFS	\$4,878	10,11	Up to 8	YES	TQB2601
SIS20321	Certificate II in Sport Coaching	CR	*\$2,072	10,11,12	Up to 4	N/A	TQB2601
SIS20321	Certificate II in Sport Coaching - E-sports	CR	\$2,072	10,11,12	Up to 4	N/A	TQB2601
SIS20321/ SIS30321	Certificate II in Sport Coaching/Certificate III in Fitness	CR/FFS	**\$2,178	10,11	Up to 4	YES	TQB2601
SIT20122	Certificate II in Tourism	CR	*\$2,068	10,11,12	Up to 4	N/A	TQB2601
SIT20122	Certificate II in Tourism - Events	CR	*\$2,068	10,11,12	Up to 4	N/A	TQB2601
SIT20322	Certificate II in Hospitality	CR	*\$2,772	10,11,12	Up to 4	N/A	TQB2601
SIT20421	Certificate II in Cookery	CR	*\$2,782	10,11,12	Up to 4	N/A	TQB2601
SIT50122	Travel and Tourism Management Foundation Program	VSL	\$6,276	12	Up to 8	N/A	TQB2601
SIT50322	Event Management Foundation Program	VSL	\$7,450	12	Up to 8	N/A	TQB2601



## SOUTH BANK

BSB40120	Certificate IV in Business	FFS	\$3,180	10,11,12	Up to 8	YES	TQB2501
BSB30320	Certificate III in Legal Services	FFS	\$4,090	10,11,12	Up to 6	YES	TQB2501
10971NAT	Certificate IV in Justice Studies	FFS	\$4,250	11, 12	Up to 8	YES	TQB2501
10935NAT	Certificate II in Autonomous Technologies (Robotics)	VETIS	*\$6,384	10,11	Up to 4	N/A	TQB2501
ICT20319	Certificate II in Telecommunications Technology (Networking)	VETIS	*\$3,666	10,11	Up to 4	N/A	TQB2501
ICT30120	Certificate III in Information Technology (Foundation)	FFS	\$3,960	10,11	Up to 8	YES	TQB2501
ICT30120	Certificate III in Information Technology (Mobile iOS App Development)	FFS	\$3,960	10,11	Up to 8	YES	TQB2501
CUA30720	Certificate III in Design Fundamentals	FFS	\$3,648	10,11,12	Up to 8	YES	TQB2501
CUA31020	Certificate III in Screen and Media (Film and TV)	FFS	\$3,036	10,11,12	Up to 8	YES	TQB2501
CUA31020	Certificate III in Screen and Media (Multimedia)	FFS	\$3,036	10,11,12	Up to 8	YES	TQB2501
MST20722	Certificate II in Apparel, Fashion and Textiles	VETIS	*\$4,596	10,11,12	Up to 4	N/A	TQB2501
MST20722/ MST31022	Certificate II in Apparel, Fashion and Textiles/Certificate III in Apparel, Fashion and Textiles	VETIS/FFS	**\$9,288	10,11	Up to 8	YES	TQB2501
CUA20620	Certificate II in Music (Music Performance)	FFS	\$3,016	10,11,12	Up to 4	N/A	TQB2501
CUA20620	Certificate II in Music (Sound Production)	FFS	\$3,016	10,11,12	Up to 4	N/A	TQB2501
CUA30220	Certificate III in Community Dance, Theatre and Events	FFS	\$3,874	10,11,12	Up to 7	YES	TQB2501
CUA31120	Certificate III in Visual Arts	FFS	\$4,080	10,11,12	Up to 8	YES	TQB2501
CUA31120	Certificate III in Visual Arts (Focus on Photography)	FFS	\$4,080	10,11,12	Up to 8	YES	TQB2501
CHC22015	Certificate II in Community Services	VETIS	*\$2,025	11,12	Up to 4	N/A	TQB2501
CHC22015	Certificate II in Community Services (Early Childhood Focus)	VETIS	*\$2,025	10,11,12	Up to 4	N/A	TQB2501
CHC30121	Certificate III in Early Childhood Education and Care	FFS	\$4,086	10,11	Up to 8	YES	TQB2501
HLT23221	Certificate II in Health Support Services	VETIS	*\$3,636	11,12	Up to 4	N/A	TQB2501
HLT33115	Certificate III in Health Services Assistance (Upgrade from completed HLT23221 Certificate II in Health Support Services)	FFS	\$1,026	11,12	Up to 2	YES	TQB2501
MSL20122	Certificate II in Sampling and Measurement	VETIS	*\$2,776	10,11,12	Up to 4	N/A	TQB2501
MSL30122	Certificate III in Laboratory Skills (Upgrade from completed MSL20122 Certificate II in Sampling and Measurement)	FFS	\$2,170	11,12	Up to 2	YES	TQB2501
HLT54121	Enrolled Nursing Foundation Program (Study contributes to HLT54121 Diploma of Nursing)	FFS	\$7,304	11	Up to 8	N/A	TQB2501
SIS20321	Certificate II in Sport Coaching	VETIS	*\$2,032	10,11,12	Up to 4	N/A	TQB2501
SIS20321/ SIS30321	Certificate II in Sport Coaching/Certificate III in Fitness	VETIS/FFS	**\$2,214	10,11	Up to 8	YES	TQB2501
SIT20122	Certificate II in Tourism	VETIS	*\$2,024	10,11,12	Up to 4	N/A	TQB2501
SIT20122/ SIT30522	Certificate II in Tourism/Certificate III in Events	VETIS/FFS	**\$2,891	10,11	Up to 8	YES	TQB2501
SIT50122	Travel and Tourism Management Foundation Program (Study contributes to SIT50122 Diploma of Travel and Tourism Management)	VSL	\$6,096	12	Up to 8	N/A	TQB2501
SIT50322	Event Management Foundation Program (Study contributes to SIT50322 Diploma of Event Management)	VSL	\$7,240	12	Up to 8	N/A	TQB2501
SHB20121	Certificate II in Retail Cosmetics	VETIS	*\$3,645	10,11,12	Up to 4	N/A	TQB2501
SHB20121/ SHB30221	Certificate II in Retail Cosmetics/Certificate III in Make-Up	VETIS/FFS	**\$5,835	10,11	Up to 8	YES	TQB2501
SHB20216	Certificate II in Salon Assistant	VETIS	*\$2,748	10,11,12	Up to 4	N/A	TQB2501
SHB20216	Certificate II in Salon Assistant (Barbering)	VETIS	*\$2,748	10,11,12	Up to 4	N/A	TQB2501
SHB20216	Certificate II in Salon Assistant (Stefan)	VETIS	*\$2,748	11,12	Up to 4	N/A	TQB2501
SHB30121	Certificate III in Beauty Services	FFS	\$4,752	10,11	Up to 8	YES	TQB2501
SHB30221	Certificate III in Make-Up	FFS	\$5,835	10,11	Up to 8	YES	TQB2501
FBP20221	Certificate II in Baking	VETIS	*\$4,554	10,11,12	Up to 4	N/A	TQB2501
SIT20322	Certificate II in Hospitality	VETIS	*\$2,748	10,11,12	Up to 4	N/A	TQB2501
SIT20421	Certificate II in Cookery	VETIS	*\$2,740	10,11,12	Up to 4	N/A	TQB2501
SIT31021	Accelerate to Diplôme de Pâtisserie (Certificate III in Patisserie - Partial Qualification)	FFS	*\$9,849	10,11,12	Up to 2	N/A	TQB2501





## WesTEC (Nev Smith Drive, Springfield) AND OFF CAMPUS DELIVERY

WesTEC							
Code	Course name	Funding	Fees	Year levels	QCE credits	Contribute to ATAR	Application code
11054NAT	Certificate II in Plumbing Services	CR	*\$6,498	10,11,12	Up to 4	N/A	TQSW26ISD
AUR20720	Certificate II in Automotive Vocational Preparation	CR	*\$3,900	10,11,12	Up to 4	N/A	TQSW26ISD
CHC22015	Certificate II in Community Services - Childcare	CR	*\$2,070	10,11,12	Up to 4	N/A	TQSW26ISD
CPC10120	Certificate I in Construction	CR	*\$3,905	10,11,12	Up to 3	N/A	TQSW26ISD
MEM20422	Certificate II in Engineering Pathways	CR	*\$5,196	10,11,12	Up to 4	N/A	TQSW26ISD
SHB20216	Certificate II in Salon Assistant	CR	*\$2,722	10,11,12	Up to 4	N/A	TQSW26ISD
SHB20216	Certificate II in Salon Assistant (Barbering)	CR	*\$2,722	10,11,12	Up to 4	N/A	TQSW26ISD
SIT20122	Certificate II in Tourism	CR	*\$2,068	10,11,12	Up to 4	N/A	TQSW26ISD
UEE22020	Certificate II in Electrotechnology (Career Start)	CR	*\$5,200	10,11,12	Up to 4	N/A	TQSW26ISD

Off-campus delivery							
Code	Course name	Funding	Fees	Year levels	QCE credits	Contribute to ATAR	Application code
HLT23221	Certificate II in Health Support Services	CR	*\$3,708	11,12	Up to 4	N/A	TQB2601
SIS20321	Academy of Sport Certificate II in Sport Coaching	CR	*\$2,072	10,11	Up to 4	N/A	TQB2601
SIS30521	Academy of Sport Certificate III in Sport Coaching	FFS	\$3,170	10,11	Up to 4	YES	TQB2601
SIS30421	Academy of Sport Certificate III in Sport - Athlete	FFS	\$3,170	10,11	Up to 4	YES	TQB2601

## ACACIA RIDGE

Acacia Ridge							
Code	Course name	Funding	Fees	Year levels	QCE credits	Contribute to ATAR	Application code
AUR20420	Certificate II in Automotive Electrical Technology (Light Vehicle)	VETIS	*\$5,088	11,12	Up to 4	N/A	TQST2501
AUR20720	Certificate II in Automotive Vocational Preparation (Heavy Vehicle)	VETIS	*\$3,828	11,12	Up to 4	N/A	TQST2501
AUR21520	Certificate II in Automotive Cylinder Head Reconditioning (Light Vehicle)	VETIS	*\$5,096	11,12	Up to 4	N/A	TQST2501
11054NAT	Certificate II in Plumbing Services	VETIS	*\$6,372	11,12	Up to 4	N/A	TQST2501
CPC10120	Certificate I in Construction	VETIS	*\$3,828	11,12	Up to 3	N/A	TQST2501
CPC10120	Certificate I in Construction (Finishing Trades)	VETIS	*\$3,828	11,12	Up to 3	N/A	TQST2501
MSF20522	Certificate II in Furniture Making Pathways	VETIS	*\$3,828	11,12	Up to 4	N/A	TQST2501
UEE22020	Certificate II in Electrotechnology (Career Start)	VETIS	*\$5,109	11,12	Up to 4	N/A	TQST2501
MEM20422	Certificate II in Engineering Pathways	VETIS	*\$5,088	11,12	Up to 4	N/A	TQST2501
MEM30522	Certificate III in Engineering - Technical (Computer Aided Drafting)	FFS	\$4,010	11,12	Up to 5	YES	TQST2501



## SPRINGFIELD CAMPUS (Next to University of Southern Queensland)

### Springfield

Code	Course name	Funding	Fees	Year levels	QCE credits	Contribute to ATAR	Application code
10971NAT	Certificate IV in Justice Studies	FFS	\$3,170	11,12	Up to 8	YES	TQSW2501
CHC22015	Certificate II in Community Services	VETiS	*\$2,025	10,11,12	Up to 4	N/A	TQSW2501
CHC22015	Certificate II in Community Services (Early Childhood Focus)	VETiS	*\$2,025	10,11,12	Up to 4	N/A	TQSW2501
HLT52021	Remedial Massage Foundation Program (Study contributes to HLT52021 Diploma of Remedial Massage)	VSL	\$3,489	11,12	Up to 8	N/A	TQSW2501

### WesTEC

Code	Course name	Funding	Fees	Year levels	QCE credits	Contribute to ATAR	Application code
SHB20121	Certificate II in Retail Cosmetics	VETiS	*\$3,645	10,11,12	Up to 4	N/A	TQSW25PWS
SHB20216	Certificate II in Salon Assistant	VETiS	*\$2,748	10,11,12	Up to 4	N/A	TQSW25PWS
SHB20216	Certificate II in Salon Assistant (Barbering)	VETiS	*\$2,748	10,11,12	Up to 4	N/A	TQSW25PWS
AUR20720	Certificate II in Automotive Vocational Preparation (Light Vehicle)	VETiS	*\$3,828	10,11,12	Up to 4	N/A	TQSW25PWS
11054NAT	Certificate II in Plumbing Services	VETiS	*\$6,372	10,11,12	Up to 4	N/A	TQSW25PWS
CPC10120	Certificate I in Construction	VETiS	*\$3,828	10,11,12	Up to 3	N/A	TQSW25PWS
UEE22020	Certificate II in Electrotechnology (Career Start)	VETiS	*\$5,109	10,11,12	Up to 4	N/A	TQSW25PWS
MEM20422	Certificate II in Engineering Pathways	VETiS	*\$5,088	10,11,12	Up to 4	N/A	TQSW25PWS
MSM20216	Certificate II in Manufacturing Technology	VETiS	\$5,065	10,11,12	Up to 4	N/A	TQSW25PWS

### What's new in 2026

A new Career Ready VET in schools program is being developed as part of the Queensland Training Priorities Plan 2024–25 to help school students make good career and training choices, so they can leave school career-ready, informed and confident in what their future holds.

The Career Ready program will replace the VETiS program and will be further developed in consultation with stakeholders and implemented in a staged approach from 2026. More information and program guidelines will be available at [desbt.qld.gov.au/vetis](https://desbt.qld.gov.au/vetis).

\*Information current as at March 2025 derived from the Department of Trade, Employment and Training website.

### Career Ready Funding Eligibility

High School Students, who are an Australian or New Zealand Citizen or permanent resident, or a temporary resident with the necessary visa, are eligible to utilise Career Ready funding (subsidised by the Queensland Government under the VET in School Program). Students are eligible to use Career Ready funding to complete one course only. For eligibility go to [desbt.qld.gov.au/training/providers/funded/vetis](https://desbt.qld.gov.au/training/providers/funded/vetis).

### VET Student Loan (VSL) Eligibility

Students studying VSL-eligible qualifications may be able to cover enrolment tuition fees under a VET Student Loan if they meet the necessary citizenship, academic suitability and Tax File Number (TFN) eligibility requirements.

For further details, go to [tafeqld.edu.au/courses/apply-and-enrol/what-it-costs/vet-student-loans](https://tafeqld.edu.au/courses/apply-and-enrol/what-it-costs/vet-student-loans).

<b>CR</b>	Career Ready qualifications are funded by the Queensland Government's Vocational Education and Training (VET) investment budget.
<b>FFS</b>	Fee-for-Service (not Government subsidised).
<b>FHL</b>	FEE Help Loan (FHL) is a loan from the Australian Government that helps eligible students pay their tuition fees. Students' loans are repaid through the Australian tax system when they reach the minimum income threshold for repayment.
<b>VSL</b>	VET Student Loan (VSL) is a loan from the Australian Government that helps eligible students pay their tuition fees. Students' loans are repaid through the Australian tax system when they reach the minimum income threshold for repayment.
<b>*</b>	These fees will apply if students have used their Career Ready funding entitlement.
<b>**</b>	These fees will apply if students are eligible for Career Ready funding. If students are ineligible for Career Ready funding, the certificate II fees will be added to this amount. Academy of Sport prices may vary depending on the sporting code.



<b>FFS</b>	Fee-for-Service (not government subsidised).
<b>VETiS</b>	VET in Schools Program (VETiS) qualifications funded by the Queensland Government's Vocational Education and Training (VET) investment budget.
<b>VSL</b>	VET Student Loan (VSL) is a loan from the Australian Government that helps eligible students pay their tuition fees. Students' loans are repaid through the Australian tax system when they reach the minimum income threshold for repayment.
<b>*</b>	These fees will apply if students have used their VETiS funding entitlement.
<b>**</b>	These fees will apply if students are eligible for VETiS funding. If students are ineligible for VETiS funding, the certificate II fees will be added to this amount.

## FUNDING ELIGIBILITY

### VETiS Eligibility

Students in Year 10, 11 and 12, who are an Australian or New Zealand citizen or permanent resident, or a temporary resident with the necessary visa, are eligible to utilise VETiS funding. Subsidised by the Queensland Government under the VET in School Program (VETiS). Students are eligible to use VETiS funding to complete one program only. For eligibility, go to [www.training.qld.gov.au/providers/funded/VETiS](http://www.training.qld.gov.au/providers/funded/VETiS). Prices are correct at the time of publication, April 2023, and are subject to change at any time without notice. For current price information, please visit [tafeqld.edu.au](http://tafeqld.edu.au). National training packages are subject to change, which can sometimes affect articulation processes. All courses are subject to viability at the discretion of TAFE Queensland.

### VET Student Loan (VSL) Eligibility

Students studying VSL-eligible qualifications may be able to cover enrolment tuition fees under a VET Student Loan if they meet the necessary citizenship, academic suitability and Tax File Number (TFN) eligibility requirements. For further details, go to [tafeqld.edu.au/courses/apply-and-enrol/what-it-costs/vet-student-loans](http://tafeqld.edu.au/courses/apply-and-enrol/what-it-costs/vet-student-loans).

### Notes:

- Course information is correct as of 10 June 2026 and is subject to change at any time.
- Students will be required to drop a subject in order to undertake a TAFE course. Students on an ATAR pathway should consult with Mr Dallas McDougall Curriculum Leader – Senior Years Performance and Pathways before undertaking study at TAFE due to the contact hours required in classes within the College.
- Information and prices correct at time of printing and are subject to change.



