



SHAILER PARK STATE HIGH SCHOOL

# SENIOR SCHOOLING HANDBOOK

## OUR PURPOSE

Inspiring lifelong learners to succeed in a world of opportunities

## OUR VISION

Excellence in Learning and Life

## OUR 4R VALUES

Respectful  
Resilient  
Reflective  
Resourceful

## OUR 3C PRIORITIES

**Culture:**  
Safe, Supportive, Collaborative  
**Classrooms:**  
Effective Teaching and Learning  
**Curriculum:**  
Guaranteed and Viable, Data and Differentiation

# 2026

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1.0 JUNE 2025  
Shailer Park State High School  
December 2025

## Contents

<b>GENERAL INFORMATION .....</b>	<b>4</b>
<b>Excellence in Learning and Life.....</b>	<b>4</b>
1.0 Shailer Park State High School Learning Journey.....	5
2.0 Introduction to Year 10.....	7
3.0 Introduction to SET-Plan .....	14
4.0 Year 10 Core Subject Descriptions .....	8
ENGLISH .....	8
MATHEMATICS.....	8
SCIENCE .....	9
HUMANITIES .....	10
5.0 Year 10 Elective Subject Descriptions .....	11
DANCE .....	11
DESIGN AND TECHNOLOGY.....	11
DIGITAL TECHNOLOGIES .....	11
DRAMA.....	12
FOOD SPECIALISATIONS .....	12
HEALTH & PHYSICAL EDUCATION .....	12
INNOVATIVE DESIGN AND ENTREPRENEURSHIP .....	12
MEDIA ARTS .....	13
MUSIC.....	13
STEM .....	13
VISUAL ART.....	13
6.0 Introduction to Year 11 and 12.....	17
7.0 Queensland Certificate of Education (QCE) .....	19
8.0 Australian Tertiary Admission Rank (ATAR) Eligibility.....	21
9.0 21st Century Skills .....	22
10.0 General Syllabus Introduction.....	23
11.0 Year 12 External Exams .....	24
12.0 Applied Syllabus Introduction .....	25
13.0 VET Courses.....	26
14.0 GENERAL SUBJECT PREREQUISITES.....	28
15.0 GENERAL SUBJECTS.....	29
<b>Literature.....</b>	<b>29</b>
<b>General English .....</b>	<b>30</b>
<b>General Mathematics.....</b>	<b>31</b>
<b>Mathematical Methods .....</b>	<b>32</b>
<b>Specialist Mathematics.....</b>	<b>33</b>

<b>Biology.....</b>	<b>34</b>
<b>Chemistry .....</b>	<b>35</b>
<b>Physics.....</b>	<b>36</b>
<b>Modern History.....</b>	<b>37</b>
<b>Business.....</b>	<b>38</b>
<b>Geography .....</b>	<b>39</b>
<b>Philosophy &amp; Reason.....</b>	<b>40</b>
<b>Legal Studies .....</b>	<b>41</b>
<b>Music.....</b>	<b>42</b>
<b>Visual Art.....</b>	<b>43</b>
<b>Drama.....</b>	<b>44</b>
<b>Film, Television and New Media .....</b>	<b>45</b>
<b>Dance .....</b>	<b>46</b>
<b>Design.....</b>	<b>47</b>
<b>Digital Solutions .....</b>	<b>48</b>
<b>Engineering.....</b>	<b>49</b>
<b>Physical Education.....</b>	<b>50</b>
<b>Health.....</b>	<b>51</b>
<b>16.0 APPLIED SUBJECTS .....</b>	<b>52</b>
<b>Essential English.....</b>	<b>52</b>
<b>Essential Mathematics.....</b>	<b>53</b>
<b>Science in Practice.....</b>	<b>54</b>
<b>Social and Community Studies.....</b>	<b>55</b>
<b>Tourism .....</b>	<b>56</b>
<b>Business Studies.....</b>	<b>57</b>
<b>Hospitality Practices.....</b>	<b>58</b>
<b>Furnishing Skills .....</b>	<b>59</b>
<b>Industrial Graphics Skills.....</b>	<b>60</b>
<b>Building and Construction Skills .....</b>	<b>61</b>
<b>Sport &amp; Recreation.....</b>	<b>62</b>
<b>17.0 VET COURSES .....</b>	<b>63</b>
<b>CPC20220 Certificate II in Construction Pathways.....</b>	<b>64</b>
<b>MEM20422 Certificate II in Engineering Pathways.....</b>	<b>66</b>
<b>SIT20421 Certificate II in Cookery.....</b>	<b>68</b>
<b>SIT20322 Certificate II in Hospitality.....</b>	<b>70</b>
<b>.....</b>	<b>71</b>
<b>MSL20122 Certificate II in Sampling and Measurement .....</b>	<b>72</b>
<b>FSK20119 Certificate II in Skills for Work and Vocational .....</b>	<b>73</b>
<b>Certificate II in Health Support Services .....</b>	<b>74</b>
<b>AUR20720 Certificate II in Automotive Vocational Preparation.....</b>	<b>76</b>
<b>BSB50120 Diploma of Business .....</b>	<b>78</b>

# GENERAL INFORMATION

## Excellence in Learning and Life

As a student of Shailer Park State High School, you have a number of responsibilities in respect to homework, study habits and general modelling of school expectations to your fellow students and the wider community. At Shailer Park State High School, we value *Excellence in Learning and Life* and this responsibility is to be taken very seriously by you as a student. The habits and behaviours you build in Years 7, 8 & 9 are the foundation from which you can successfully launch into your senior schooling secondary years.

### ***Homework and Study Expectations***

Homework is a valuable part of the learning process. In the less structured environment at home, students have the opportunity through focused activities to deepen knowledge, refine a range of skills and develop their thinking processes. Homework also enables time management and organisational skills to be developed.

The Department of Education and Training notes that homework should be relevant to class work, year level, learning needs and skills development, and effective in supporting student's learning. The amount of homework should allow sufficient time for family, recreation, community and cultural activities and not disadvantage students with a lack of access to resources such as computers and the internet outside school.

In Years 10, 11 & 12, it is expected that students should dedicate 2.5 - 3 hours per day on any 5 days of the week to homework and personal study. This may increase at peak assessment periods within the term.

Homework is defined as any school related work done at home and comprises, but is not restricted to:

- teacher set tasks
- assignments worked on at home, at student pace, by the due date
- reading fiction and non-fiction books, set texts, internet and newspapers
- reviewing, highlighting and summarising daily lessons
- preparing for practical lessons
- organising a study and assignment planner
- revising drafts

### ***Attendance Expectations***

Students learn best when at school, in classrooms. Every effort should be made by the student, with the support of their parent, to attend every school day, on time and for the whole day. We acknowledge that some life events occur which require absences from school (such as a very sick relative), however, simply taking a day off because it is your birthday or for a holiday outside of the allocated school term, is not acceptable.

### ***Compulsory School Phase***

A child is of compulsory school age if the child is at least 6 years and 6 months, and less than 16 years. This means it is compulsory for students in years 7, 8, 9 and 10 (if under the age of 16), to attend school every day unless they have a justified reason.

### ***Compulsory Participation Phase***

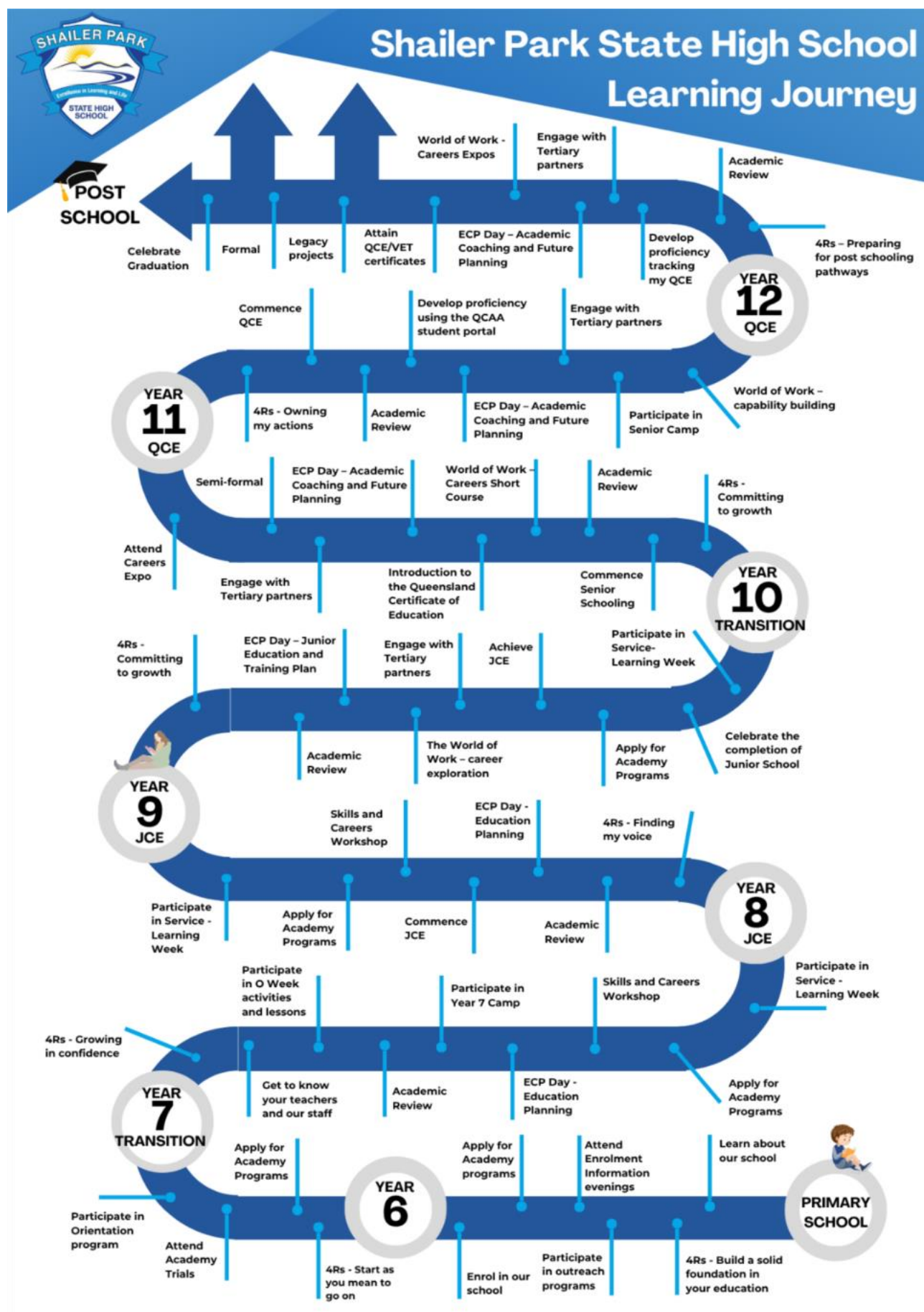
A young person's compulsory participation phase starts with the person stops being of compulsory school age (i.e. turns 16 or completes Year 10, whichever comes first) and ends when the person:

- gains a Certificate of Achievement, Senior Statement, Certificate III or Certificate IV; or
- has participated in eligible options for 2 years after the person stopped being of compulsory school age; or

During the Year 10 SET planning process, students and parents/carers are taken through the compulsory participation phase requirements in the form of a 'Senior School Contract'. This agreement between the student, parents/carers and the school explains the minimum expectations for engagement, attendance and behaviour in continued enrolment at the school. Failure to adhere to these conditions through the compulsory participation phase of learning, may lead to a cancellation of enrolment decision made by the school.

A young person who chooses to not continue in an approved education or training program must be in full time (25 hours) employment or combination of education and employment which totals 25 hours per week.

## 1.0 Shailer Park State High School Learning Journey



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SHAILER PARK STATE HIGH SCHOOL

# Year 10

## Introduction into Senior Schooling

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## 2.0 Introduction to Year 10

As shown in the 'Learning Journey', Year 10 is an important transition year as students move from their junior secondary school experience and settle into their senior secondary school years. In Year 10, students complete the final year of the Prep–Year 10 Australian Curriculum, which provides the foundation knowledge and skills required for senior schooling. In Year 10 at Shailer Park State High School, we also offer some Value-Added Programs (VAPs) as elective subjects. These additional VAPs are STEM and Innovation and Design (see Subject Descriptions for further details).

In Year 10, schools work with students and their parents to develop a Senior Education and Training (SET) Plan or similar. Your child's SET Plan will help them:

- structure their learning in Years 11 and 12 around their abilities, interests and ambitions
- decide which subjects and courses they should choose to achieve their learning, further education and training, and career goals.

### YEAR 10 – SUBJECT OFFERINGS

The subject offerings for Year 10 students are:

English	3 lessons / week / year	
Maths	3 lessons / week / year	
Science	3 lessons / week / year	
Humanities	3 lessons / week / year	<i>*1 Semester of History &amp; 2 subject preferences for a term each</i>
Elective 1	3 lessons / week / year	
Elective 2	3 lessons / week / year	
RISE	1 lesson / week / year	

In Year 10, all subjects are designed to deliver the Year 10 Achievement Standard of the Australian Curriculum and prepare students for a range of senior subjects and post-schooling pathways.

**In Year 10, students complete a level of English, Maths, Science and Humanities and select two elective subjects.**

Levels of English, Maths, Science and Humanities:

- *Foundation (F)* – Students interested in a VET / TAFE / employment pathway.
- *Core (C)* – Students interested in a university / TAFE / employment pathway; need to achieve a C standard in Year 10 to enrol into General subjects in Year 11 & 12.
- *Extension (X)* – Students interested in a university pathway or specialist employment pathways; need to achieve an A or B on academic reporting in the curriculum area. Students do NOT have to be in the Extension group for all subjects. They may be in one or more Extension classes.

<b>CORE SUBJECT OFFERINGS – Students indicate a preference for a level.</b>				
	ENGLISH	MATHS	SCIENCE	HUMANITIES
<b>Foundation (F)</b>	Essential English	Essential Maths	Foundation Science	Foundation Humanities
<b>Core (C)</b>	General English	General Mathematics	General Science	General Humanities
<b>Extension (X)</b>	Literature	Mathematical Methods	Science Extension	Humanities Extension

<b>ELECTIVE SUBJECT OFFERINGS – Students choose any two (2) of the following subjects.</b>			
Dance (DAN)	Health and Physical Education (HPE)	Design and Technology (DAT)	STEM (STM)
Drama (DRA)	Media Arts (MED)	Food Specialisation (TFD)	Innovative Design and Entrepreneurship (INO)
Visual Art (ART)	Music (MUS)	Digital Technology (DIG)	

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### 3.0 Year 10 Core Subject Descriptions

In Year 10, there are three levels within the core subjects of English, Maths, Science & Humanities. Students indicate a preference for the level they would like to do in Year 10. There are some prerequisites for Core and Extension levels.

#### ENGLISH

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them.

English offers students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. English helps students to engage imaginatively and critically with literature to expand the scope of their experience.

In Year 10, students will engage with a variety of texts for enjoyment. They will learn to interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as to inform and persuade. These include various types of media texts, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts.

The range of literary texts for Year 10 comprises of Australian literature, classic literature and contemporary world literature.

In Year 10, students can indicate their preference for the following levels:

Level	Subject Name	Description
<b>Foundation (F)</b>	<b>Essential English</b>	Essential English allows for more student choice and flexibility with students able to choose their focus topic before moving into texts about the 'real world.' Units and texts reflect popular culture, current issues and events. The course texts largely include media articles, blogs, documentaries, advertisements and TED Talks. The course heavily focusses on identifying language and textual features and explaining how they shape meaning in a text. In Semester 2, students will complete the <i>Short Course in Literacy</i> .
<b>Core (C)</b>  <i>Prerequisite:</i> B or above in Yr 9 English	<b>General English</b>	General English explores concepts, identities and perspectives that inform the conversations that arise from texts. The course material largely includes novels, poems, plays and documentaries. The assessment items vary from written pieces for magazines and spoken pieces for conference or YouTube audiences. The language choices, organisation and ideas are very audience-specific and change with each assessment. General English requires students to write and speak in real life contexts. General English assesses students in persuasive, analytical and creative genres.
<b>Extension (X)</b>  <i>Prerequisite:</i> A in Yr 9 English	<b>Literature</b>	General English and Literature share the same assessable objectives. The difference is in the course organisation and assessment types. <b>NB. Literature assesses students in analytical and creative genres only.</b> Students who particularly enjoy analysis and creative writing should consider Literature.  In Literature, students will read and interpret more complex and lengthy literature. Assessment undertaken in this course requires students to examine, understand and appreciate the continued relevance of these texts today. Students communicate this understanding in academic, creative and multimodal contexts.

#### MATHEMATICS

The study of Mathematics is central to the learning, development and prospects of all young Australians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.



Mathematics has its own value and aesthetic. Mathematical ideas have evolved across cultures over thousands of years and are continually developing. The modern world is influenced by ever expanding computational power, digital systems, automation, artificial intelligence, economics and a data driven society. This leads to the need for a capable Science, Technology, Engineering and Mathematics (STEM) workforce. Mathematics is integral to quantifying, thinking critically and making sense of the world.

Mathematics provides opportunities for students to apply their mathematical understanding creatively and efficiently. It enables teachers to help students become self-motivated, confident learners through practice, inquiry, and active participation in relevant and challenging experiences. For Year 10, students can indicate their preference for the following levels:

Level	Subject Name	Description
<b>Foundation (F)</b>	<b>Essential Maths</b>	Essential Maths allows for students to build foundational mathematical skills and knowledge. The course heavily focusses on using maths in 'real world' contexts including project management, statistical data analysis, measurements and personal financial management. In Semester 2, students will complete the <i>Short Course in Numeracy</i> .
<b>Core (C)</b> <i>Prerequisite:</i> C or above in Yr 9 Maths	<b>General Maths</b>	General Maths is designed to prepare students for the General Maths in Year 11 & 12. This subject shares the same course organisation, assessment objectives and assessment types as Math Methods. However, the topics studied include connecting simple and compound interest, algebraic and graphical representations and solving linear equations and inequalities.
<b>Extension (X)</b> <i>Prerequisite:</i> A or B in Yr 9 Maths	<b>Math Methods</b>	This subject is designed to prepare students for more rigorous senior school Maths subjects – Math Methods and Specialist Maths. This subject shares the same course organisation, assessment objectives and assessment types as General Maths. However, the topics studied are more complex and include surds, quadratics and polynomial functions.

## SCIENCE

Science provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. Students will use *Inquiry Learning* to build on problem solving and higher order thinking skills. The curriculum supports students to develop their scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate in science-related careers.

In Year 10, all students continue to study the four core units of Science – Biology, Chemistry, Physics and Earth & Space Science. In these core units, students will develop an understanding of the nature of scientific inquiry and the ability to use a range of scientific methods to plan and conduct experiments and investigations based on ethical principles. In Year 10, students can indicate their preference for the following levels:

Level	Subject Name	Description
<b>Foundation (F)</b>	<b>Foundation Science</b>	In Foundation Science, students will study the same course content of General Science with some additional support strategies designed to increase student skills, cognitions and engagement. There may be some differences in the assessment objectives and assessment types as General Science.
<b>Core (C)</b> <i>Prerequisite:</i> C or above in Yr 9 Science	<b>General Science</b>	In General Science, students will study: <i>Biology</i> – natural selection and processes of hereditary to understand evolutionary mechanisms <i>Chemistry</i> – atomic theory to explain patterns and relationships within the periodic table <i>Physics</i> – the laws of motion and forces <i>Earth and Space Science</i> – the Big Bang Theory and sustainability.
<b>Extension (X)</b> <i>Prerequisite:</i> A or B in Yr 9 Science	<b>Science Extension</b>	Science Extension shares the same course content, assessment objectives and assessment types as General Science. Students will be extended by developing a year-long project to enter into the <i>Australian Science and Engineering Fair</i> . This competition gives students an opportunity to

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		represent Australia at the annual International Science and Engineering Fair.
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## HUMANITIES

In Year 10, Humanities is divided into the study of History for one semester and the study of two preferred subjects (see list below) for one semester. All Year 10 students will study History for one (1) semester.

In the Year 10 History units, students will learn about the historical significance of the period between 1918 and the early 21<sup>st</sup> century. They will learn about the causes and effects of events, developments, and turning points or movements in 20<sup>th</sup> century Australia, and internationally, leading up to and through World War II, and the post-war world.

In Year 10, the study of History:

- teaches students to consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative
- provides key historical knowledge of people, places, values and systems, past and present, in local to global contexts
- gives students an understanding and appreciation of historical developments that shape society
- enables students to thrive in a dynamic, globalised and knowledge-based world

All students will then complete two subjects from the list of subjects below. Each of these subjects will be a term-long unit.

Level	Subjects	Subject Descriptions
<b>Foundation (F)</b>	Tourism	Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment. This subject is designed to give students a variety of intellectual, technical, creative, operational and work-based skills.
	Social & Community Studies	Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers to students to think critically, creatively and constructively about their future role in society.
	Business Studies	Business Studies provides opportunities for students to develop practical business knowledge and skills for use, participation and work in a range of business contexts.
<b>Core (C)~</b> <i>Prerequisite:</i> C or above in Yr 9 History	Business~	Business is multifaceted and relevant to individuals in a rapidly changing, technology-focussed and innovation driven world. Through studying Business, students are challenged academically and exposed to authentic practices for business.
	Geography~	In Geography, students engage in a range of learning experiences that develop their skills and thinking through the exploration of geographical challenges and their effects on people, places and the environments. In this unit, students will explore places in Australia and across the globe to investigate and analyse natural and human-made phenomenon.
<b>Extension (X)*</b> <i>Prerequisite:</i> A or B in Yr 9 History	Legal Studies*	Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. This unit is an introduction to the study of Legal Studies in Year 11.
	Philosophy*	The study of Philosophy allows students to recognise the relevance of various philosophies to different political, ethical, religious and scientific positions. This unit is an introduction to the study of Philosophy and Reason in Year 11 (being offered in 2026).

## 4.0 Year 10 Elective Subject Descriptions

In Year 10, there are a range of elective subject offerings across the Faculties of Arts, Technology, HPE and Science. Each of these elective subjects are year-long subjects that are designed to prepare students for Year 11 & 12 subjects and post-schooling pathways.

In Year 10, all students will complete two (2) elective subjects. Students will consider, discuss and indicate their preferences on the **Oneschool Career Tab** during their interview on ECP Day.

### DANCE

Dance in Year 10 offers an engaging exploration of global dance forms, inviting students to discover the rhythms and significance of diverse cultural dances. Through immersive learning, they will investigate the historical and artistic dimensions of various cultural dances, fostering appreciation and empathy. Students will master technical skills while enhancing their literacy through analysis and evaluation of dances, including those performed by Bangarra Dance Theatre.

Students will also focus on how popular dance is used for celebration and how it can communicate Australian identity. They will refine their technical and expressive abilities through intensive rehearsals and create their own dance piece that reflects Australian culture, history, or values, using dance for film to enhance visual storytelling. They will also develop analytical skills by evaluating choreographic devices and production techniques. Ultimately, this unit emphasises the importance of popular dance in building community and shared joy.

Styles of Dance covered in Year 10 include:

- Cultural dance styles (including Salsa, Samba, Bollywood and much more)
- Popular dance (including Charleston, Rock 'n' Roll, Disco, Hip-hop and Commercial Jazz)

### DESIGN AND TECHNOLOGY

In Year 10, students will engage in an immersive exploration of four key areas - Furnishing, Engineering, Building and Construction, and Industrial Graphics. This course will provide students with a broad range of practical skills and knowledge, preparing them for further study or careers in these fields.

Throughout the year, students will spend a term focusing on each area, undertaking projects that emphasize both traditional and modern techniques. They will develop problem-solving, design, and technical skills, gaining a comprehensive understanding of each discipline. Students will create a portfolio showcasing their work, documenting their design processes, techniques, and completed projects across each area.

In this subject, students will study:

- *Furnishing* - Learn techniques for designing and creating furniture, focusing on joinery, finishing, and materials.
- *Engineering* - Explore principles of engineering through hands-on projects, learning about mechanics, materials science, and technical drawing.
- *Building and Construction* - Gain practical skills in construction techniques, safety protocols, and project management.
- *Industrial Graphics* - Develop proficiency in technical drawing and computer-aided design (CAD), creating detailed plans and visualizations for various projects.

### DIGITAL TECHNOLOGIES

In Year 10, students will engage in an in-depth exploration of modern technological fields through three key units - Arduino Electronics, Coding and Website Creation, and Cybersecurity. This course will provide students with practical skills and knowledge, preparing them for advanced studies and careers in technology.

Throughout the year, students will participate in hands-on projects that emphasize innovation, problem-solving, and technical proficiency. They will learn to design, develop, and secure digital solutions, gaining a comprehensive understanding of each discipline. In this subject, students will:

- *Arduino Electronics* - Gain proficiency in electronics and microcontroller programming, learning to build and control electronic systems using Arduino.
- *Coding and Website Creation* - Develop coding skills in various programming languages and create functional, responsive websites using modern web development tools and techniques.

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- *Cybersecurity* - Explore the fundamentals of cybersecurity, learning how to identify and exploit vulnerabilities in systems to understand and improve digital security.

## DRAMA

In Year 10, students will engage deeply with the elements of drama through a variety of student-devised and scripted works. They will explore key components such as character, theme, structure, and stagecraft. Throughout the year, students will refine their performance skills by participating in workshops and rehearsals, focusing on voice, movement, and character development. Students will also engage in a number of projects to develop scriptwriting skills and an understanding of the directorial concept. Students will approach the tasks with the purpose of entertaining, empathising, educating, and empowering others. Styles of Drama covered in Year 10 include:

- Realism
- Contemporary
- Absurdism
- Australian Theatre

## FOOD SPECIALISATIONS

In Year 10, you'll take your cooking skills to the next level with exciting and creative units like Sweet Treat Design and Multicultural Cookery. This subject is perfect for anyone who loves being hands-on in the kitchen and wants to explore new flavours, techniques, and ideas.

In Sweet Treat Design, you'll master the art of baking and decorating mouth-watering treats like cupcakes, cookies, and brownies. You'll learn advanced baking techniques and how to design eye-catching creations that look amazing and taste even better. From perfect piping to clever flavour combinations, this unit will let your creativity shine.

In Multicultural Cookery, you'll go on a culinary journey around the world. Experiment with ingredients and cooking methods from a variety of cultures while learning about the stories, traditions, and history behind different cuisines. This is your chance to cook dishes you've never tried before and broaden your food horizons.

## HEALTH & PHYSICAL EDUCATION

In Year 10, students complete a year-long program that has four units covering personal, social and community health and movement and physical activity. While the Year 10 curriculum builds on student's prior learning, students will have frequent opportunities to participate in physical activities to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives.

Students will explore practical and creative actions that promote their own health and wellbeing and that of their wider community, such as designing spaces promoting physical activity and sustainable strategies for selecting food sources. Practical learning experiences will support students to plan, implement, monitor and evaluate personal habits to enhance their wellbeing.

Students will practise and refine more specialised movement skills and complex movement strategies and concepts in different movement environments. They will learn how to apply movement concepts and strategies to evaluate and refine their own and others' movement performances. Students will also study techniques that assess the quality of movement performances. They will adapt and improvise their movements to respond to different movement situations, stimuli and challenges. Students will learn how to refine and consolidate their leadership, teamwork and collaborative skills through participation in a range of physical activities.

## INNOVATIVE DESIGN AND ENTREPRENEURSHIP

In Year 10, students will embark on a dynamic journey exploring the intersection of design processes and entrepreneurship. This course will empower students to develop creative solutions and products, both physically and digitally, while fostering an entrepreneurial mindset. Throughout the year, students will engage in hands-on projects that emphasize creativity, problem-solving, and business acumen. They will learn to design, prototype, and market their own products, gaining valuable skills in both the technical and business aspects of innovation.

In this subject, students will study:

- *Design Processes* - Explore various design methodologies, from brainstorming and sketching to prototyping and refining ideas, using both traditional and digital tools.

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- *Entrepreneurship* - Develop an understanding of business principles, including market research, branding, and financial planning, to bring their products to market.
- *Physical Product Development* - Create tangible products using a range of materials and techniques, learning about manufacturing processes and quality control.
- *Digital Product Development* - Design and develop digital products, such as apps or websites, using modern software and coding practices.

## MEDIA ARTS

In Year 10, students will delve into the analysis of social and cultural values and alternative perspectives as portrayed in media artworks they create, engage with, and share. They will learn to critically evaluate how genre, media conventions, and technical and symbolic elements are manipulated to construct representations and convey meaning. By examining the impact of social, institutional, and ethical issues on media artworks, students gain a deeper understanding of the media landscape. They will also produce media artworks that communicate alternative viewpoints, tailored for diverse community and institutional contexts. Through collaborative efforts, students apply design, production, and distribution processes, mastering the integration of genre conventions and technical elements to achieve specific purposes, meanings, and styles. Styles of Media covered in Year 10 include:

- Non-verbal storytelling
- Narrative structure
- Short films
- Soundscapes

## MUSIC

In Year 10, students will build on their musicianship skills as they explore how musicians manipulate musical elements to create new music through a fusion of ideas, styles, and genres. They will hone their performance skills, both as part of an ensemble and as solo performers, through rehearsals and a range of performance opportunities. Additionally, students will experiment with compositional techniques to create and record their own songs.

Students will also explore the use of music to communicate a narrative. They will gain a deeper understanding of compositional techniques through an analysis of existing pieces of work. Through this, they will understand how musicians interpret and experience stories from different cultures, culminating in their own musical works that communicate a narrative. Styles of Music studied in Year 10 include:

- Fusion
- Story telling
- Western Art Music
- Influential Music

## STEM

Unlock the mysteries of the universe, delve into the heart of technology, and engineer the future with our new STEM curriculum for Year 10. STEM isn't just about four subjects; it's a gateway to infinite exploration and innovation.

Through hands-on learning, students will unravel the secrets of aerodynamics and solve mysteries with forensic science. Students will engage in battling bots in "Robowars" to engineering the twists and turns of rollercoasters. Each unit is designed to spark excitement and engagement. Students will master the art of student experiments and research investigations, learn to engineer solutions, and refine their problem-solving skills through immersive project-based learning experiences. At the heart of STEM lies a commitment to nurturing the next generation of innovators, problem solvers, and change-makers.

This subject will equip students with the knowledge, skills, and confidence to tackle real-world challenges, whether it's designing biotechnological prototypes, exploring the challenges of space exploration, or experimenting with thrust, drag and stability of model rockets. By delving deeper into content knowledge and sharpening critical thinking abilities, this STEM elective subject will support students' future success in Senior Sciences, Mathematics and Engineering.

## VISUAL ART

In Year 10, students will delve into a diverse array of artists and their works, drawing inspiration to create their own art pieces using various mediums and techniques. They will explore how specific objects are incorporated into art, how cultural expression is achieved through different mediums, and how art can be a catalyst for change. By studying contemporary, modern, and traditional artists from various cultures, students will explore diverse artistic styles and techniques as inspiration for their own

Information current at the time of printing and is subject to change



artistic works. Throughout this journey, they will document their progress in a visual art journal, developing practical artistic skills that will prepare them for senior art. Styles of Art covered in Year 10 include:

- Painting
- Embroidery
- Clay sculpture
- Mixed Media – Drawing, collage, line print

## 5.0 Introduction to SET-Plan

In Year 10, all students complete a Senior Education and Transition (SET) Plan. The SET Plan is the state-wide process for current Year 10 students to review their course of study to ensure that they are on the best pathway for their final two years of senior schooling, leading to attainment of the Queensland Certificate of Education (QCE) and successful transition to post schooling pathways. Any subject changes for Year 11 are encouraged to be made during the SET planning process as subject changes will be limited once Year 11 has begun due to the restrictions in patterns of study across year 11 and 12.

At Shailer Park State High School, our Year 11 & 12 students are further supported on their Learning Journey (see page 5) through our annual Education and Career Planning (ECP) Day and our Subject Handbook. This annual event and this Subject Handbook are designed to:

- broaden student knowledge about the various subjects on offer
- explain pathways for senior secondary students to prepare for post schooling education and employment
- provide requirements for obtaining a QCE (Queensland Certificate of Education)
- provide requirements for obtaining an ATAR (Australia Tertiary Admission Rank).

### *How to choose your subjects*

**In selecting subjects, it is important that students consider:**

- Areas that are of interest
- Ability
- Career pathways - university, TAFE, work and prerequisites associated with these
- Job requirements
- Subject prerequisites
- Keeping options open and having a back-up plan

**Students should not choose a subject based on:**

- Friends taking it
- The teacher who has taken it in the past
- Possibility of an excursion
- They've heard it's easy
- They have heard they need to do it even though you hate it and haven't passed it previously

**How can parents help?**

- Encourage students in their learning and in developing sound study techniques
- Provide a supportive learning environment in the home showing a daily interest in what their child is doing
- Encourage participation in subject activities
- Being aware of the school's expectations and assessment programs
- Helping children with their time management and encouraging them to begin planning for assessment as soon as it is handed out
- Discussing the topics studied in their child's subjects
- Taking opportunities to meet the teacher to discuss their child's progress
- Encouraging participation in extra-curricular activities
- Supporting school excursions

# YEAR 10 SET PLANS

## SET-P on ECP: Set Your Path, Shape Your Future.

**What is a SET Plan? – Senior Education and Training Plan** – A SET Plan is a personalised roadmap developed in Year 10 to help students identify their goals for senior schooling. It outlines the subjects, courses, and learning pathways students will take in Years 11 and 12 to work towards their chosen career or study options. Created in partnership with parents and school staff, the SET Plan helps ensure every student stays on track for success after school.

### How will a SET Plan be created?

In RISE lessons students will

- Receive guidance by staff to explore the pathways in Senior Schooling (Tuesdays Period 2)
- Access the Senior subject guides to explore subject offerings, VET certificates and expectations of Post Compulsory education
- List pathway options through the Oneschool - SET-P Tab.
- Explore the Queensland Certificate of Education process

### Benefits of the SET Plan

- Aligns learning with each student's strengths, interests, and future aspirations.
- Encourages meaningful conversations about education, training, and career pathways beyond Year 12.
- Establishes clear and achievable learning goals for Years 11, 12, and post-school success.
- Offers flexible and well-coordinated pathways tailored to individual student needs.
- Promotes valuable communication between students, parents/carers, and educators to support informed post-school planning.

### Exploring Pathways

In RISE lessons students will

- Use the Senior Schooling Handbook to explore offerings
- Learn about the future possibilities and skill requirements post-schooling
- Explore jobs clusters related to skills and interests
- Engage in the Gold Coast Career expo to engage in post schooling options

### What can I do to support my child?

- Attending the SET Plan interview to discuss their child's interests, strengths, and career aspirations with school staff.
- Helping explore career and study options by encouraging research, asking questions, and discussing possible pathways.
- Providing encouragement and guidance as their child chooses subjects or training that align with their goals and strengths.
- Staying engaged throughout Years 11 and 12 by reviewing the plan as needed and supporting adjustments if goals change.

### Senior Schooling Information Night

Families will be invited to attend an information evening in preparation for SET Plans.

At Shailer Park State High School, SET Planning is a cornerstone of our commitment to achieving Excellence in Life and Learning — helping students set a strong foundation for success in Years 11 and 12 and beyond.





SHAILER PARK STATE HIGH SCHOOL

# Year 11 & 12

## Senior Schooling

### OUR PURPOSE

Inspiring lifelong learners to succeed in a world of opportunities

### OUR VISION

Excellence in Learning and Life

### OUR 4R VALUES

Respectful  
Resilient  
Reflective  
Resourceful

### OUR 3C PRIORITIES

**Culture:**  
Safe, Supportive, Collaborative  
**Classrooms:**  
Effective Teaching and Learning  
**Curriculum:**  
Guaranteed and Viable, Data and Differentiation

VERSION:  
OWNERSHIP:  
REVIEW DATE:

1.0 JUNE 2025  
Shailer Park State High School  
December 2025

## 6.0 Introduction to Year 11 and 12

At Shailer Park State High School, we offer a senior curriculum designed to equip students with the knowledge, skills, and qualifications necessary for a successful transition from school to further education, training, or the workforce. Our focus is on purposeful, rigorous, and personalised learning pathways that meet QCAA requirements and support our students to thrive in a rapidly changing world.

Students at SPSHS can choose from a wide range of General and Applied subjects, Vocational Education and Training (VET) qualifications, and School-Based Apprenticeships and Traineeships (SATs) delivered either through our school as a Registered Training Organisation (RTO 30434) or in partnership with external providers.

### **Things to Consider When Selecting Subjects:**

What are my plans for the future?

Which subjects will help me achieve those goals?

Where do I perform best?

What do I enjoy learning about?

What subjects are prerequisites for university or TAFE courses I may be interested in?

### ***SET Planning at SPSHS***

All Year 10 students at SPSHS develop a Senior Education and Training (SET) Plan, which helps them map out their learning through Years 11 and 12 based on their strengths, interests, and ambitions. These plans are reviewed regularly and guide subject selection to support students in achieving their QCE and accessing meaningful post-school opportunities. The SET plan is mapped into our Education and Career Planning Day (ECP).

### **QCAA Learning Account and Senior Statements**

In Year 10, students are registered with the Queensland Curriculum and Assessment Authority (QCAA) and receive access to a learning account, where their learning achievements are recorded. This leads to several important outcomes:

Senior Statement – a transcript of all learning completed in Years 11 and 12.

Queensland Certificate of Education (QCE) – awarded to students who meet set standards across a sufficient amount of learning, including literacy and numeracy requirements.

VET Certificates – achieved through competency-based training.

Queensland Certificate of Individual Achievement (QCIA) – for students on an individual learning program.

At SPSHS, students can undertake nationally recognised Certificate I to III qualifications through:

- Courses delivered by SPSHS as an RTO
- Partnered third-party providers
- School-Based Apprenticeships and Traineeships (SATs)

These options allow students to develop job-ready skills, gain workplace experience, and build toward further study or employment.

### **ATAR Eligibility**

ATARs (Australian Tertiary Admission Ranks) are calculated by the Queensland Tertiary Admissions Centre (QTAC) using:

A student's best five General subjects, or

A combination of four General subjects + one Applied subject or Certificate III (or higher) qualification

To be eligible for an ATAR, students must satisfactorily complete one QCAA English subject: English, Essential English, Literature, English and Literature Extension, or English as an Additional Language. While an English result is required for eligibility, it does not have to be included in the ATAR calculation.

### **Using This Guide**

This handbook outlines the subjects offered to students entering Year 11 at Shailer Park SHS. Subject availability is dependent on student demand and school capacity.

### **How to Choose Subjects**

To perform your best, select subjects that you:

- Genuinely enjoy
- Perform well in
- Align with your long-term aspirations

Also consider:

- Pathways or job clusters that interest you
- University or TAFE prerequisites
- Whether you are aiming for a trade, employment, or tertiary studies

Avoid Choosing Subjects Based On:

- What your friends are doing
- Whether you like or dislike the teacher
- Assumptions that the subject is easy or fun
- Misinformation from others about prerequisites or scaling

Instead, speak with your parents/guardians, RISE teacher, or a Guidance Officer to make informed choices.

### **Categories of Senior Subjects**

#### **1. General Subjects**

Designed for students aiming for university, these subjects include external assessments and contribute to both the QCE and ATAR.

#### **2. Applied Subjects**

Focus on practical learning, suited for students interested in vocational pathways or employment. These also contribute to the QCE, and one may count toward the ATAR.

#### **3. VET Certificates**

Delivered by SPSHS or external RTOs, these certificates contribute to the QCE and can support direct entry into the workforce or further vocational/tertiary study.

### **TAFE & External VET**

Students may choose to study VET courses off-campus through TAFE or other providers. These options provide:

- Real-world experience
- Pathways to work or further study
- A practical foundation for future success
- Students studying an external certificate usually complete five additional school subjects.



## 7.0 Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's senior school qualification, awarded to students at the end of Year 12. It is internationally recognised and provides formal evidence of the knowledge and skills students have acquired in their senior years of schooling.

At Shailer Park State High School, we are committed to ensuring every student has access to a personalised and flexible senior pathway that supports them to successfully attain their QCE. Students can achieve this through a wide variety of learning options, including school subjects, VET qualifications, university courses, and workplace-based learning.

### QCE Eligibility Requirements

To be eligible for a QCE, students must meet the following requirements as outlined by the Queensland Curriculum and Assessment Authority (QCAA):

#### Set Amount of Learning

Students must accumulate 20 credits from contributing courses of study.

#### Set Standard

Students must achieve a satisfactory completion (pass or equivalent) in their chosen courses.

#### Set Pattern of Learning

- At least 12 credits must come from completed Core courses of study
- An additional 8 credits may come from a combination of Core, Preparatory, and/or Complementary courses
- A maximum of 4 credits can come from Preparatory courses

### Literacy and Numeracy Requirements

Students must satisfactorily complete at least one unit of an English subject and one unit of a Mathematics subject from the list below:

#### English Subjects:

- General English
- Literature
- Essential English

#### Mathematics Subjects:

- General Mathematics
- Mathematical Methods
- Specialist Mathematics
- Essential Mathematics

### Categories of Learning for QCE Credits

Course	QCE Credits
QCAA General and Applied subjects	Up to 4
QCAA Extension subjects	Up to 2
QCAA Senior External Examination subjects	Up to 4
Certificate II	Up to 4
Certificate III and IV (includes SATs)	Up to 8
School-Based Apprenticeships	Up to 6

Course	QCE Credits
Recognised Core studies	As determined by QCAA

## 2. Preparatory Courses (Maximum of 4 credits allowed)

Course	QCE Credits
QCAA Short Courses (e.g., Literacy, Numeracy)	Up to 1
Certificate I qualifications	Up to 2
Recognised Preparatory studies	As determined by QCAA

## 3. Complementary Courses (Maximum of 8 credits allowed)

Course	QCE Credits
QCAA Short Course in Career Education	Up to 1
University subjects	Up to 4
Diplomas and Advanced Diplomas	Up to 8
Recognised Complementary studies	As determined by QCAA

## Senior Education Profile (SEP)

Upon completing Year 12, students in Queensland receive a Senior Education Profile, which may include:

- The Senior Statement
- The Queensland Certificate of Education (QCE)
- Any VET qualifications or the Queensland Certificate of Individual Achievement (QCIA) (where applicable)
- Students can access this through their [QCAA Student portal](#)
  - o Students are provided support in RISE to access this learning account.

## 8.0 Australian Tertiary Admission Rank (ATAR) Eligibility

### What is an ATAR?

The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 (in 0.05 increments) that shows a student's position relative to all other Year 12 students in Queensland. It is a nationally recognised ranking used by universities across Australia to help determine entry into tertiary courses.

### Why would I need an ATAR?

You will need an ATAR if you are planning to apply for entry into a university degree after Year 12. The ATAR is used across Australia to compare students and determine who gets into competitive university courses.

Some careers — like teaching, nursing, engineering, psychology, law, and science — require a university qualification, so an ATAR is essential for these pathways.

Even if you're not 100% sure about university, having an ATAR keeps more options open for the future. You can still choose to go into TAFE, work, or do an apprenticeship — but the ATAR gives you flexibility if you later decide to study at university.

### How is the ATAR calculated?

The Queensland Tertiary Admissions Centre (QTAC) calculates ATARs based on a student's best eligible results. This can include:

- Five General subjects, or
- Four General subjects plus one Applied subject (such as Essential English or Essential Maths) or a Certificate III or higher VET qualification.

### What do I need to be eligible for an ATAR?

To be eligible for an ATAR, students must:

- Complete a QCAA English subject in Units 3 and 4 (e.g. English or Literature), and
- Achieve a grade of C or higher in that English subject.

Note: While English is required to be completed for ATAR eligibility, it does not have to be included in the top five subjects used to calculate the ATAR. Students should also consider university prerequisites when choosing which English subject to study.

Other important notes:

Students cannot count both a general subject and the same subject taken through a Senior External Examination in their ATAR. For example, you cannot include both General Chinese and Senior External Exam Chinese in your calculation.

## 9.0 21st Century Skills

### What Are 21st Century Skills?

21st century skills encompass a range of competencies that are essential for success in today's society:

**Critical Thinking:** Analytical thinking, problem-solving, decision-making, reasoning, and intellectual flexibility.

**Creative Thinking:** Innovation, initiative, curiosity, imagination, and the ability to generate and apply new ideas.

**Communication:** Effective oral and written communication, using language, symbols, and texts to convey ideas clearly.

**Collaboration and Teamwork:** Interacting with others, recognizing diverse perspectives, and contributing to group efforts.

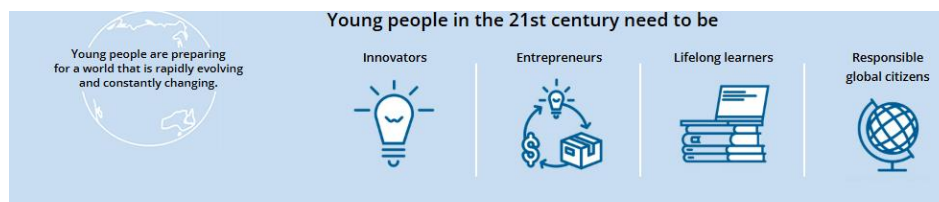
**Personal and Social Skills:** Adaptability, self-management, resilience, leadership, cultural awareness, and ethical understanding.

**Information and Communication Technologies (ICT) Skills:** Proficiency in using digital tools, accessing and analysing information, and practicing safe and responsible online behaviour.

These skills are not taught in isolation but are embedded within the curriculum to provide students with opportunities to develop and demonstrate them in various contexts.

### Why Are These Skills Important?

Incorporating 21st century skills into education ensures that students are not only knowledgeable in academic subjects but also possess the abilities to apply their learning effectively in real-world situations. This holistic approach to education aims to produce well-rounded individuals who can adapt to change, work collaboratively, and contribute positively to society.



### What are the 21st century skills in the senior syllabuses?

Hover over an image for an explanation of the associated skills.



Information current at the time of printing and is subject to change

## 10.0 General Syllabus Introduction

### What Are General Subjects?

General subjects are Queensland senior subjects that are academically rigorous and prepare students for university and other tertiary pathways. These subjects contribute to the Queensland Certificate of Education (QCE) and are used to calculate a student's ATAR (Australian Tertiary Admission Rank) if they are aiming for university.

At Shailer Park State High School, General subjects are designed to:

- Develop deep knowledge and understanding of each subject area
- Build strong 21st century skills like problem-solving, communication, and critical thinking
- Include both internal assessments (set and marked by teachers) and an external assessment (set and marked by the QCAA) in Year 12
- Align with further study at university or high-level TAFE diplomas

### Who Should Study General Subjects?

General subjects are best suited to students who:

- Plan to pursue a university degree or competitive diploma pathway
- Enjoy academic learning and are confident working independently
- Are committed to consistent study and preparation across senior years
- Students who meet the prerequisites set

### Assessment in General Subjects

In Year 12, students complete:

- Three internal assessments, set by the school and quality assured by QCAA
- One external assessment, set and marked by the QCAA

These assessments are combined to contribute to the final subject result, which is used to calculate a student's ATAR, if eligible.



## 11.0 Year 12 External Exams

### Understanding Assessment Weightings in General Subjects

External exams are state-wide assessments held at the end of Year 12, set and marked by the Queensland Curriculum and Assessment Authority (QCAA). These exams are designed to ensure that every student across Queensland is assessed under the same conditions on the same content, providing a fair and reliable measure of student achievement.

All General subjects include an external exam, which is completed in Term 4 of Year 12. These exams are conducted in strict conditions and follow a state-wide schedule released by the QCAA. For most subjects, the external exam contributes 25% of the final subject result. However, in Mathematics and Science subjects, it carries more weight — contributing 50% of the final result.

These exams play a key role in determining a student's final subject results and their ATAR, which may be used for university entrance. Preparing for these exams is an important part of the senior schooling journey, and students are supported with study plans, mock exams, and teacher guidance throughout the year

<b>Subject Area</b>	<b>IA1 Weight</b>	<b>IA2 Weight</b>	<b>IA3 Weight</b>	<b>External Assessment (EA) Weight</b>	<b>Total</b>
<b>Most General Subjects</b>	25%	25%	25%	25%	100%
– General Mathematics	20%	15%	15%	50%	100%
– Mathematical Methods	20%	15%	15%	50%	100%
– Specialist Mathematics	20%	15%	15%	50%	100%
– Biology	20%	20%	10%	50%	100%
– Chemistry	20%	20%	10%	50%	100%
– Physics	20%	20%	10%	50%	100%

## 12.0 Applied Syllabus Introduction

### What Are Applied Subjects?

Applied subjects are practical, hands-on senior courses designed to prepare students for work, vocational training, or further study. They focus on real-world skills and knowledge, making learning relevant and engaging for students who prefer applied learning styles.

At Shailer Park State High School, Applied subjects:

- Contribute to the Queensland Certificate of Education (QCE)
- Focus on developing job-ready skills and practical experience
- Are suited to students planning pathways into TAFE, apprenticeships, traineeships, or employment
- May also contribute to an ATAR, but only one Applied subject or VET qualification can be used in an ATAR calculation

### Who Should Study Applied Subjects?

Applied subjects are a great fit for students who:

- Enjoy learning through doing
- Want to build skills that are directly transferable to the workplace
- May be planning a vocational or industry-based pathway after school
- Prefer smaller class sizes and individualised support
- Assessment in Applied Subjects

In Year 12, students complete:

- Four school-based assessment tasks that reflect real-world challenges
- There is no external exam in Applied subjects
- Final subject results are reported as A–E grades and contribute to QCE points

## 13.0 VET Courses

### What Are VET Courses?

Vocational Education and Training (VET) courses give students the opportunity to gain nationally recognised qualifications while still at school. These qualifications are linked directly to industry and employment, helping students develop real-world skills for the workplace or further study at TAFE.

At Shailer Park State High School, VET courses:

- Contribute points toward the Queensland Certificate of Education (QCE)
- Provide practical experience that prepares students for work or further training
- Are delivered either on-campus by our staff (as an RTO) or through external training providers
- Can include school-based apprenticeships or traineeships (SATs)

### Who Delivers VET at Shailer Park SHS?

- VET courses at Shailer Park State High School are delivered in two ways:
- On-site by the school as a Registered Training Organisation (RTO #30434)
- Off-site through trusted external RTO partners (Registered Training Organisations), such as TAFE and other accredited providers

An RTO is an organisation approved to deliver nationally recognised training and assessment that leads to qualifications and statements of attainment under the Australian Qualifications Framework (AQF).

### Why Choose a VET Course?

VET is a strong option for students who:

- Prefer hands-on, practical learning
- Want to enter a trade, industry, or vocational career
- Are working towards a school-based apprenticeship or traineeship (SAT)
- Are considering TAFE or work after Year 12
- Want to gain a qualification while still at school

### VET Funding – VETiS and the Future

VETiS allows students, typically in Years 11 to 12, to undertake vocational education and training while still at school. The training focuses on delivering practical skills and knowledge in various industries, such as healthcare, construction, IT, and hospitality

#### *How is VETiS Delivered?*

- Students can participate in VETiS through several pathways:
- School-based Delivery: Some schools are Registered Training Organisations (RTOs) and can deliver VET courses directly to students.
- External RTOs: Schools may partner with external RTOs to provide training. This can be funded by the Queensland Government's VETiS program or through fee-for-service arrangements, where costs are covered by individuals or organizations.
- School-based Apprenticeships or Traineeships: Students can start an apprenticeship or traineeship while still at school, combining work and study. These are funded through the User Choice program or fee-for-service arrangements.

#### *Funding and Eligibility*

- **Government Funding:** The Queensland Government funds one VETiS qualification per student, focusing on Certificate I and II levels that are on the Priority Skills List. These qualifications are identified as leading to employment opportunities.
- **Eligibility:** To be eligible for funding, students must be enrolled in a Queensland secondary school and meet specific criteria set by the Department of Employment, Small Business and Training (DESBT).
- **Additional Costs:** If a student wishes to undertake additional VET qualifications beyond the funded one, they may need to cover the costs through fee-for-service arrangements.

### TAFE at School

TAFE at School lets Year 10–12 students complete a nationally recognised, vocational qualification (Certificate I–III or IV) while still at school—either on a TAFE campus, in class at school, or through workplace training. It counts toward your QCE, can even contribute to your ATAR, and sets you up for university entry, a VET diploma, or apprenticeship pathways—all while gaining real-world skills and credits. Students are required to attend the TAFE campus 1 day a week with approval through the school. All enquires can be made by reaching out through the pathways email.

[Pathways@shailerparkshs.eq.edu.au](mailto:Pathways@shailerparkshs.eq.edu.au)

### ***Key Points for Parents and Students***

- **One Funded Qualification:** Students are entitled to one government-funded VETiS qualification, focusing on areas with strong employment prospects.
- **Delivery Options:** Training can be delivered by the school, external RTOs, or through apprenticeships/traineeships.
- **Future Opportunities:** VETiS qualifications can lead directly to employment or further education pathways, including higher-level VET courses or university degrees.

### ***Getting Started***

- **Explore Courses:** Visit the Queensland Skills Gateway to find available VET courses.
- **Consult Your School:** Speak with school career advisors to understand the VETiS options available.
- **Contact Training Providers:** Reach out to TAFE Queensland or other approved RTOs for course details and enrolment procedures.
- **Understand Funding:** Inquire about government-funded programs to minimize costs.

Some VET courses are funded through the VET in Schools (VETiS) program. This Queensland Government initiative covers the cost of specific Certificate II level courses for eligible students. VETiS funding can only be used once, so it's important to choose carefully.

Important Note:

There may be upcoming changes to funding arrangements under the new Career Ready initiative, which is expected to offer broader access to funding for vocational training in the future. Students and families will be updated as more information becomes available.

### **How Do VET Courses Contribute to QCE and ATAR?**

Most VET courses contribute up to 8 QCE credits, depending on the certificate level

A Certificate III or higher can contribute to a student's ATAR (only one VET qualification or Applied subject can be included in the ATAR calculation)







- TAFE or further vocational training
- Entry-level employment
- Apprenticeships or traineeships

## 14.0 GENERAL SUBJECT PREREQUISITES

Learning Area	Year 11 & 12 Subjects	Prerequisites
English	General English Literature	<b>General English:</b> B Average in Year 10 in English Core or Extension <b>Literature:</b> A or B in Year 10 Extension
Mathematics	General Mathematics Mathematical Methods Specialist Mathematics	<b>General Math:</b> C or above in Core or Extension <b>Mathematical Methods:</b> A or B in Core or C in Extension <b>Specialist:</b> A or B in extension
Science	Biology Chemistry Physics	<b>Biology, Chemistry:</b> A or B in Year 10 Science Core or Extension <b>Physics</b> A in core maths or an A or B in extension maths
Humanities	Philosophy & Reason Legal Studies Modern History Business Geography	<b>Legal Studies and Philosophy</b> Minimum of B in Year 10 English Minimum of B in Year 10 HASS Core or Extension <b>Geography</b> Minimum of C in (Core or Extension) Mathematics <b>All other General Humanities subjects:</b> Minimum of B in Year 10 English Core Minimum of B in Year 10 HASS Core Minimum of C in Year 10 HASS Extension
Languages	Japanese	A or B in Year 10 Japanese and/or English
The Arts	Music Visual Art Drama Film, Television & New Media Dance	<b>Music:</b> A or B in Year 10 English + Year 10 Music <b>Visual Art:</b> A or B in Year 10 English + Year 10 Visual Art <b>Film &amp; TV:</b> A or B in Year 10 English <b>Dance:</b> A or B in year 10 English + Year 10 Dance
Technologies	Design Digital Solutions Engineering	<b>Engineering:</b> A or B in Year 10 Math's Extension & English
Health & PE	Physical Education Health	<b>Physical Education:</b> A or B in Year 10 English + B in Year 10 HPE <b>Health:</b> A or B in Year 10 English + B in Year 10 HPE







## 15.0 GENERAL SUBJECTS

### Literature




Year Level	11 & 12		QCE Credits	4
Subject Type	General		21 <sup>st</sup> Century Skills	     
Subject Prerequisites	<b>Literature:</b> A or B in Year 10 Extension			
Subject Information	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.			
Objectives	<ul style="list-style-type: none"> <li>• use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations</li> <li>• establish and maintain roles of writer/speaker/signer/designer and relationships with audiences</li> <li>• create and analyse perspectives and representations of concepts, identities, times and places</li> <li>• make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions</li> <li>• use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts</li> <li>• select and synthesise subject matter to support perspectives</li> <li>• organise and sequence subject matter to achieve particular purposes</li> <li>• use cohesive devices to emphasise ideas and connect parts of texts</li> <li>• make language choices for particular purposes and contexts</li> <li>• use grammar and language structures for particular purposes</li> <li>• use mode-appropriate features to achieve particular purposes</li> </ul>			
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>






## General English

Year Level	11 & 12		QCE Credits	4
Subject Type	General		21 <sup>st</sup> Century Skills	     
Subject Prerequisites	<b>General English: B Average in Year 10 in English Core or Extension</b>			
Subject Information	<p>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.</p> <p>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.</p>			
Objectives	<ul style="list-style-type: none"> <li>• use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations</li> <li>• establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences</li> <li>• create and analyse perspectives and representations of concepts, identities, times and places</li> <li>• make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions</li> <li>• use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts</li> <li>• select and synthesise subject matter to support perspectives</li> <li>• organise and sequence subject matter to achieve particular purposes</li> <li>• use cohesive devices to emphasise ideas and connect parts of texts</li> </ul>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
	<b>Perspectives and texts:</b> <ul style="list-style-type: none"> <li>• Examining and creating perspectives in texts</li> <li>• Responding to a variety of nonliterary and literary texts</li> <li>• Creating responses for public audiences and persuasive texts</li> </ul>	<b>Texts and culture:</b> <ul style="list-style-type: none"> <li>• Examining and shaping representations of culture in texts</li> <li>• Responding to literary and nonliterary texts, including a focus on Australian texts</li> <li>• Creating imaginative and analytical texts</li> </ul>	<b>Textual connections:</b> <ul style="list-style-type: none"> <li>• Exploring connections between texts</li> <li>• Examining different perspectives of the same issue in texts and shaping own perspectives</li> <li>• Creating responses for public audiences and persuasive texts</li> </ul>	<b>Close study of literary texts:</b> <ul style="list-style-type: none"> <li>• Engaging with literary texts from diverse times and places</li> <li>• Responding to literary texts creatively and critically</li> <li>• Creating imaginative and analytical texts</li> </ul>




## General Mathematics

Year Level	11 & 12		QCE Credits	4
Subject Type	General		<b>21<sup>st</sup> Century Skills</b>	<div>Critical thinking</div>  <div>Communication</div>  <div>Collaboration and teamwork</div> 
Subject Prerequisites	<b>General Math:</b> C or above in Core or Extension Students participating in this subject need a scientific calculator.			
Subject Information	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.			
Objectives	<ul style="list-style-type: none"> <li>• select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices</li> <li>• comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices</li> <li>• communicate using mathematical, statistical and everyday language and conventions</li> <li>• evaluate the reasonableness of solutions</li> <li>• justify procedures and decisions by explaining mathematical reasoning</li> <li>• solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.</li> </ul>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
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.	<b>Money, measurement and relations</b> <ul style="list-style-type: none"> <li>• Consumer arithmetic</li> <li>• Shape and measurement</li> <li>• Linear equations and their graphs</li> </ul>	<b>Applied trigonometry, algebra, matrices and univariate data</b> <ul style="list-style-type: none"> <li>• Applications of trigonometry</li> <li>• Algebra and matrices</li> <li>• Univariate data analysis</li> </ul>	<b>Bivariate data, sequences and change, and Earth geometry</b> <ul style="list-style-type: none"> <li>• Bivariate data analysis</li> <li>• Time series analysis</li> <li>• Growth and decay in sequences</li> </ul>	<b>Investing and networking</b> <ul style="list-style-type: none"> <li>• Loans, investments and annuities</li> <li>• Graphs and networks</li> <li>• Networks and decision mathematics</li> </ul>



## Mathematical Methods

Year Level	11 & 12		QCE Credits	4
Subject Type	General		21 <sup>st</sup> Century Skills	<div> <div>Communication</div>  </div> <div> <div>Critical thinking</div>  </div> <div> <div>Personal and social skills</div>  </div>
Subject Prerequisites	<b>Mathematical Methods:</b> A or B in Core or C in Extension			
Subject Information	<p>Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.</p> <p>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.</p>			
Objectives	<ul style="list-style-type: none"> <li>• select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics</li> <li>• comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics</li> <li>• communicate using mathematical, statistical and everyday language and conventions</li> <li>• evaluate the reasonableness of solutions</li> <li>• justify procedures and decisions by explaining mathematical reasoning</li> <li>• solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.</li> </ul>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
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).	<b>Algebra, statistics and functions</b> <ul style="list-style-type: none"> <li>• Arithmetic and geometric sequences and series 1</li> <li>• Functions and graphs</li> <li>• Counting and probability</li> <li>• Exponential functions 1</li> <li>• Arithmetic and geometric sequences</li> </ul>	<b>Calculus and further functions</b> <ul style="list-style-type: none"> <li>• Exponential functions 2</li> <li>• The logarithmic function 1</li> <li>• Trigonometric functions 1</li> <li>• Introduction to differential calculus</li> <li>• Further differentiation and applications 1</li> <li>• Discrete random variables 1</li> </ul>	<b>Further calculus</b> <ul style="list-style-type: none"> <li>• The logarithmic function 2</li> <li>• Further differentiation and applications 2</li> <li>• Integrals</li> </ul>	<b>Further functions and statistics</b> <ul style="list-style-type: none"> <li>• Further differentiation and applications 3</li> <li>• Trigonometric functions 2</li> <li>• Discrete random variables 2</li> <li>• Continuous random variables and the normal distribution</li> <li>• Interval estimates for proportions</li> </ul>



## Specialist Mathematics

Year Level	11 & 12		QCE Credits	4
Subject Type	General		21 <sup>st</sup> Century Skills	<div>Communication</div>  <div>Critical thinking</div>  <div>Personal and social skills</div> 
Subject Prerequisites	<b>Specialist:</b> A or B in extension			
Subject Information	<p>Specialist Mathematics is of roughly the same difficulty as Mathematical Methods, however builds on the content taught in Methods. Therefore, students taking Specialist must also choose Mathematical Methods. 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.</p>			
Objectives	<ul style="list-style-type: none"> <li>• select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus</li> <li>• comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus</li> <li>• communicate using mathematical, statistical and everyday language and conventions</li> <li>• evaluate the reasonableness of solutions</li> <li>• justify procedures and decisions, and prove propositions by explaining mathematical reasoning</li> <li>• solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, real and complex numbers, Trigonometry, Statistics and Calculus.</li> </ul>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
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.	<b>Combinatorics, vectors and Proof</b> <ul style="list-style-type: none"> <li>• Combinatorics</li> <li>• Vectors in the plane</li> <li>• Introduction to proof</li> </ul>	<b>Complex numbers, trigonometry, functions and matrices</b> <ul style="list-style-type: none"> <li>• Complex numbers 1</li> <li>• Trigonometry and functions</li> <li>• Matrices</li> </ul>	<b>Mathematical induction, and further vectors, matrices and complex numbers</b> <ul style="list-style-type: none"> <li>• Proof by mathematical induction</li> <li>• Vectors and matrices</li> <li>• Complex numbers 2</li> </ul>	<b>Further statistical and calculus inference</b> <ul style="list-style-type: none"> <li>• Integration and applications of integration</li> <li>• Rates of change and differential equations</li> <li>• Statistical inference</li> </ul>

## Biology



Year Level	11 & 12		QCE Credits	4
Subject Type	General		21 <sup>st</sup> Century Skills	<div>Communication</div>  <div>Critical thinking</div> 
Subject Prerequisites	A or B in Year 10 Science Core or Extension			
Subject Information	<p>Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life. Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.</p>			
Objectives	<ul style="list-style-type: none"> <li>• describe ideas and findings</li> <li>• apply understanding</li> <li>• analyse data</li> <li>• interpret evidence</li> <li>• evaluate conclusions, claims and processes</li> </ul>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
<p>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.</p>	<p><b>Cells and multicellular Organisms</b></p> <ul style="list-style-type: none"> <li>• Cells as the basis of life</li> <li>• Exchange of nutrients and wastes</li> <li>• Cellular energy, gas exchange and plant</li> </ul>	<p><b>Maintaining the internal Environment</b></p> <ul style="list-style-type: none"> <li>• Homeostasis — thermoregulation and osmoregulation</li> <li>• Infectious disease and epidemiology</li> </ul>	<p><b>Biodiversity and the interconnectedness of life</b></p> <ul style="list-style-type: none"> <li>• Describing biodiversity and populations</li> <li>• Functioning ecosystems and succession</li> </ul>	<p><b>Heredity and continuity of Life</b></p> <ul style="list-style-type: none"> <li>• Genetics and heredity</li> <li>• Continuity of life on Earth</li> </ul>

# Chemistry




Year Level	11 & 12		QCE Credits	4
Subject Type	General		21 <sup>st</sup> Century Skills	<div>Communication</div>  <div>Critical thinking</div> 
Subject Prerequisites	A or B in Year 10 Science Core or Extension			
Subject Information	<p>Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.</p>			
Objectives	<ul style="list-style-type: none"> <li>• describe ideas and findings</li> <li>• apply understanding</li> <li>• analyse data</li> <li>• interpret evidence</li> </ul>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
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.	<b>Chemical fundamentals — structure, properties and reactions</b> <ul style="list-style-type: none"> <li>• Properties and structure of atoms</li> <li>• Properties and structure of materials</li> <li>• Chemical reactions reactants, products and energy change</li> </ul>	<b>Molecular interactions and Reactions</b> <ul style="list-style-type: none"> <li>• Intermolecular forces and gases</li> <li>• Aqueous solutions and acidity</li> <li>• Rates of chemical reactions</li> </ul>	<b>Equilibrium, acids and redox reactions</b> <ul style="list-style-type: none"> <li>• Chemical equilibrium systems</li> <li>• Oxidation and reduction</li> </ul>	<b>Structure, synthesis and design</b> <ul style="list-style-type: none"> <li>• Properties and structure of organic materials</li> <li>• Chemical synthesis and design</li> </ul>






## Physics

Year Level	11 & 12		QCE Credits	4
Subject Type	General		21 <sup>st</sup> Century Skills	Communication  Critical thinking 
Subject Prerequisites	A in core maths or an A or B in extension maths			
Subject Information	<p>Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.</p>			
Objectives	<ul style="list-style-type: none"> <li>• describe ideas and findings</li> <li>• apply understanding</li> <li>• analyse data</li> <li>• interpret evidence</li> <li>• evaluate conclusions, claims and processes</li> <li>• investigate phenomena.</li> </ul>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
<p>A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.</p>	<p><b>Thermal, nuclear and electrical Physics</b></p> <ul style="list-style-type: none"> <li>• Heating processes</li> <li>• Ionising radiation and nuclear reactions</li> <li>• Electrical circuits</li> </ul>	<p><b>Linear motion and waves</b></p> <ul style="list-style-type: none"> <li>• Linear motion and force</li> <li>• Waves</li> </ul>	<p><b>Gravity and electromagnetism</b></p> <ul style="list-style-type: none"> <li>• Gravity and motion</li> <li>• Electromagnetism</li> </ul>	<p><b>Revolutions in modern physics</b></p> <ul style="list-style-type: none"> <li>• Special relativity</li> <li>• Quantum theory</li> <li>• The Standard Model</li> </ul>




## Modern History

Year Level	11 & 12		QCE Credits	4
Subject Type	General		21 <sup>st</sup> Century Skills	  
Subject Prerequisites	Minimum of B in Year 10 English Core Minimum of B in Year 10 HASS Core Minimum of C in Year 10 HASS Extension			
Subject Information	A study of modern history explores key ideas, movements, events and experiences that shaped the Modern world. Students analyse causes and consequences, perspectives and historical significance through article inquiry, source investigation and argument. Topics focus on revolutions, social and political movements, and on-going conflicts and their impacts on the wider world.			
Objectives	<ul style="list-style-type: none"> <li>• devise historical questions and conduct research</li> <li>• comprehend terms, concepts and issues</li> <li>• analyse evidence from historical sources</li> <li>• evaluate evidence from historical sources</li> <li>• synthesise evidence from historical sources</li> <li>• communicate to suit purpose.</li> </ul>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
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.	<b>Ideas in the modern world</b> <ul style="list-style-type: none"> <li>• Australian Frontier Wars,</li> <li>• Russian Revolution</li> </ul>	<b>Movements in the modern world</b> <ul style="list-style-type: none"> <li>• Women's movement since 1893</li> <li>• African-American civil rights movement</li> </ul>	<b>National experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Germany since 1914</li> <li>• Israel since 1917</li> </ul>	<b>International experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Nuclear age</li> <li>Cold war and it's aftermath.</li> </ul>

## Business




Year Level	11 & 12		QCE Credits	4
Subject Type	General		21 <sup>st</sup> Century Skills	  
Subject Prerequisites	Minimum of B in Year 10 English Core Minimum of B in Year 10 HASS Core Minimum of C in Year 10 HASS Extension			
Subject Information	Students investigate the business life cycle from the seed to post maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.			
Objectives	<ul style="list-style-type: none"> <li>• describe business situations and environments</li> <li>• explain business concepts and strategies</li> <li>• analyse and interpret business situations</li> <li>• evaluate business strategies</li> <li>• create responses that communicate meaning to suit audience, context and purpose.</li> </ul>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
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.	<b>Business creation</b> <ul style="list-style-type: none"> <li>• Fundamentals of business</li> <li>• Creation of business ideas</li> </ul>	<b>Business growth</b> <ul style="list-style-type: none"> <li>• Establishment of a business</li> <li>• Entering markets</li> </ul>	<b>Business diversification</b> <ul style="list-style-type: none"> <li>• Competitive markets</li> <li>• Strategic development</li> </ul>	<b>Business evolution</b> <ul style="list-style-type: none"> <li>• Repositioning a business</li> <li>• Transformation of a business</li> </ul>

## Geography


Year Level	11 & 12		QCE Credits	4
Subject Type	General		21 <sup>st</sup> Century Skills	  
Subject Prerequisites	Minimum of C in Year 10 Mathematics Core or Extension Minimum of B in Year 10 English Core Minimum B in Year 10 HASS Core			
Subject Information	Geography teaches us about the significance of 'place' and 'space' in understand our world, supported by key concepts of environment, interconnection, sustainability, scale and change. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities. Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales. Fieldwork is central to the study of Geography as it provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Spatial technologies are also core components of geography, where it provides a real-world experience of Science, Technology, Engineering and Maths (STEM), allowing students to interact with particular geographic phenomena through dynamic, three-dimensional representations that take the familiar form of maps, which are highly valued in an increasingly digital and globalised world. 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.			
Objectives	<ul style="list-style-type: none"> <li>• explain geographical processes</li> <li>• comprehend geographic patterns</li> <li>• analyse geographical data and information</li> <li>• apply geographical understanding</li> <li>• propose action</li> <li>• communicate geographical understanding using appropriate forms of geographical communication.</li> </ul>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
A course of study in Geography can establish a basis for further education and employment in the fields of urban 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.	<b>Responding to risk and vulnerability in hazard zones</b> <ul style="list-style-type: none"> <li>• Natural hazard zones</li> <li>• Ecological hazard zones</li> </ul>	<b>Planning sustainable places</b> <ul style="list-style-type: none"> <li>• Responding to challenges facing a place in Australia</li> <li>• Managing the challenge facing a megacity</li> </ul>	<b>Responding to land cover Transformations</b> <ul style="list-style-type: none"> <li>• Land cover transformations and climate change</li> <li>• Responding to local land cover transformations</li> </ul>	<b>Managing population change</b> <ul style="list-style-type: none"> <li>• Population challenges in Australia</li> <li>• Global population change</li> </ul>

Information current at the time of printing and is subject to change

## Philosophy & Reason




Year Level	11 & 12		QCE Credits	4
Subject Type	General		21 <sup>st</sup> Century Skills	  
Subject Prerequisites	Minimum of B in Year 10 English Minimum of B in Year 10 HASS Core or Extension			
Subject Information	Through the study of Philosophy & Reason, students collaboratively investigate philosophical ideas that have shaped and continue to influence contemporary society. These ideas include what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us. In Philosophy & Reason, students learn to understand and use reasoning to develop coherent world-views and to reflect upon the nature of their own decisions as well as their responses to the views of others.			
Objectives	<ul style="list-style-type: none"> <li>• define and use terminology</li> <li>• explain concepts, methods, principles and theories</li> <li>• interpret and analyse arguments, ideas and information</li> <li>• organise and synthesise ideas and information to construct arguments</li> <li>• evaluate claims and arguments inherent in theories and views</li> <li>• create responses that communicate meaning to suit purpose.</li> </ul>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
A course of study in Philosophy & Reason can establish a basis for further education and employment in a broad range of fields, including business, defence, education, ethics, health sciences, journalism, law, politics, professional writing, psychology and research.	<b>Fundamental of reason</b> <ul style="list-style-type: none"> <li>• Fundamentals of reason</li> </ul>	<b>Reason in philosophy</b> <ul style="list-style-type: none"> <li>• Topic 1: Philosophy of religion</li> <li>• Topic 2: Philosophy of Science</li> </ul>	<b>Moral philosophy and schools of thought</b> <ul style="list-style-type: none"> <li>• Topic 1: Moral philosophy</li> <li>• Topic 2: Philosophical schools of thought— To be confirmed</li> </ul>	<b>Social and political philosophy</b> <ul style="list-style-type: none"> <li>• Topic 1: Rights</li> <li>• Topic 2: Political philosophy</li> </ul>

## Legal Studies




Year Level	11 & 12		QCE Credits	4
Subject Type	General		21 <sup>st</sup> Century Skills	
Subject Prerequisites	Minimum of B in Year 10 English Minimum of B in Year 10 HASS Core or Extension			
Subject Information	<p>Legal Studies explores the role and development of law in response to current issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.</p> <p>Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.</p>			
Objectives	<ul style="list-style-type: none"> <li>• comprehend legal concepts, principles and processes</li> <li>• select legal information from sources</li> <li>• analyse legal issues</li> <li>• evaluate legal situations</li> <li>• create responses that communicate meaning to suit the intended purpose.</li> </ul>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
<p>A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways.</p>	<p><b>Beyond reasonable doubt</b></p> <ul style="list-style-type: none"> <li>• Legal foundations</li> <li>• Criminal investigation process</li> <li>• Criminal trial process</li> <li>• Punishment and sentencing</li> </ul>	<p><b>Balance of probabilities</b></p> <ul style="list-style-type: none"> <li>• Civil law foundations</li> <li>• Contractual obligations</li> <li>• Negligence and the duty of care</li> </ul>	<p><b>Law, governance and change</b></p> <ul style="list-style-type: none"> <li>• Governance in Australia</li> <li>• Law reform within a dynamic society</li> </ul>	<p><b>Human rights in legal contexts</b></p> <ul style="list-style-type: none"> <li>• Human rights</li> <li>• Australia's legal response to International law and human rights</li> <li>• Human rights in Australian contexts</li> </ul>







## Music

Year Level	11 & 12		QCE Credits	4
Subject Type	General		21 <sup>st</sup> Century Skills	<div>Creative thinking</div>  <div>Communication</div>  <div>Collaboration and teamwork</div> 
Subject Prerequisites	<b>Music:</b> A or B in Year 10 English + Year 10 Music			
Subject Information	<p>The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music. Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience. Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.</p>			
Objectives	<ul style="list-style-type: none"> <li>• demonstrate technical skills</li> <li>• use music elements and concepts</li> <li>• analyse music</li> <li>• apply compositional devices</li> <li>• apply literacy skills</li> <li>• interpret music elements and concepts</li> <li>• evaluate music</li> <li>• realise music ideas</li> <li>• resolve music ideas.</li> </ul>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.	<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




## Visual Art

<b>Year Level</b>	11 & 12		<b>QCE Credits</b>	4
<b>Subject Type</b>	General		<b>21<sup>st</sup> Century Skills</b>	  
<b>Subject Prerequisites</b>	<b>Visual Art: A or B in Year 10 English + Year 10 Visual Art</b>			
<b>Subject Information</b>	<p>Visual Art prepares students to engage in a multimodal, media saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience. 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, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, science and technology.</p>			
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• implement ideas and representations</li> <li>• apply literacy skills</li> <li>• Analyse and interpret visual language, expression and meaning in artworks and practices</li> <li>• evaluate influences</li> <li>• justify viewpoints</li> <li>• experiment in response to stimulus</li> <li>• create visual responses using knowledge and understanding of art media</li> <li>• realise responses to communicate meaning.</li> </ul>			
<b>Structure</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
This subject prepares young people for participation in the 21 <sup>st</sup> century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts.	<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, personal, cultural and/or formal Focus: student-directed

## Drama




Year Level	11 & 12		QCE Credits	4
Subject Type	General		21 <sup>st</sup> Century Skills	   
Subject Prerequisites	<b>Dance:</b> A or B in year 10 English + Year 10 Dance			
Subject Information	<p>Across the course of study, students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. A study of a range of forms and styles in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.</p>			
Objectives	<ul style="list-style-type: none"> <li>• demonstrate skills of drama apply literacy skills</li> <li>• interpret purpose, context and text</li> <li>• manipulate dramatic languages</li> <li>• analyse dramatic languages</li> <li>• evaluate dramatic languages.</li> </ul>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
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	<b>Share</b>  How does drama promote shared understandings of the human experience? <ul style="list-style-type: none"> <li>• cultural inheritances of storytelling</li> <li>• oral history and emerging practices</li> <li>• a range of linear and non-linear</li> </ul>	<b>Reflect</b>  How is drama shaped to reflect lived experience? <ul style="list-style-type: none"> <li>• Realism, including Magical Realism, Australian Gothic</li> <li>• associated conventions of styles and texts</li> </ul>	<b>Challenge</b>  How can we use drama to challenge our understanding of humanity? <ul style="list-style-type: none"> <li>• Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre</li> <li>• associated conventions of styles and texts</li> </ul>	<b>Transform</b>  How can you transform dramatic practice? <ul style="list-style-type: none"> <li>• Contemporary performance</li> <li>• associated conventions of styles and texts</li> <li>• inherited texts as stimulus</li> </ul>

## Film, Television and New Media

Year Level	11 & 12		QCE Credits	4
Subject Type	General		21 <sup>st</sup> Century Skills	Creative thinking  Collaboration and teamwork  Communication 
Subject Prerequisites	<b>Film &amp; TV: A or B in Year 10 English</b>			
Subject Information	<p>By studying Film, Television &amp; New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television &amp; New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills. Students will creatively apply film, television and new media key\ concepts to individually and collaboratively make moving-image media products, and will investigate and respond to moving image media content and production contexts.</p>			
Objectives	<ul style="list-style-type: none"> <li>• design moving-image media products</li> <li>• create moving-image media products</li> <li>• resolve film, television and new media ideas, elements and processes</li> <li>• apply literacy skills</li> <li>• analyse moving-image media products</li> <li>• evaluate film, television and new media products, practices and viewpoints.</li> </ul>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of film, television and media, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communications, design, marketing, education, film and television, public relations, research, science and technology.	<b>Foundation</b>  Concept: technologies • How are tools and associated processes used to create meaning? Concept: institutions • How are institutional practices influenced by social, political and economic factors? Concept: languages • How do signs and symbols, codes and conventions create meaning?	<b>Story forms</b>  Concept: representations • How do representations function in story forms? Concept: audiences • How does the relationship between story forms and meaning change in different contexts? Concept: languages • How are media languages used to construct stories?	<b>Participation</b>  Concept: technologies • How do technologies enable or constrain participation? Concept: audiences • How do different contexts and purposes impact the participation of individuals and cultural groups? Concept: institutions • How is participation in Institutional practices influenced by social, political and economic factors?	<b>Identity</b>  Concept: technologies • How do media artists experiment with technological practices? Concept: representations • How do media artists portray people, places, events, ideas and emotions? Concept: languages • How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?




Information current at the time of printing and is subject to change

## Dance

Year Level	11 & 12		QCE Credits	4
Subject Type	General		21 <sup>st</sup> Century Skills	<div>Creative thinking</div>  <div>Collaboration and teamwork</div>  <div>Communication</div> 
Subject Prerequisites	<b>Dance:</b> A or B in year 10 English + Year 10 Dance			
Subject Information	<p>Students will 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 will learn about dance as it is now and explore its origins across time and cultures.</p> <p>Exploring dance through the lens of making (choreography and performance) and responding engages students in creative and critical thinking. As students create and communicate meaning through dance they develop aesthetic and kinaesthetic intelligence in addition to personal and social skills. Self-confidence is developed alongside an awareness of, and respect for, the body. The study of this subject increases the quality of personal and physical wellbeing and fosters social inclusion through focused experiences of valued collaborative practice.</p>			
Objectives	<ul style="list-style-type: none"> <li>• demonstrate an understanding of dance concepts and skills</li> <li>• apply literacy skills</li> <li>• organise and apply the dance concepts</li> <li>• analyse and interpret dance concepts and skills</li> <li>• apply technical skills</li> <li>• realise meaning through expressive skills</li> <li>• create dance to communicate meaning evaluate dance, justifying the use of dance concepts and dance skills.</li> </ul>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
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, administration and management, health, communications, education, public relations, research, science and technology.	<b>Moving bodies</b>  How does dance communicate meaning for different purposes and in different contexts? • Genres: - Contemporary - at least one other genre • Subject matter: - meaning, purpose and context - historical and cultural origins of focus genres	<b>Moving through Environments</b>  How does the integration of the environment shape dance to communicate meaning? • Genres: - Contemporary - at least one other genre • Subject matter: - physical dance environments including site-specific dance - virtual dance environments	<b>Moving statements</b>  How is dance used to communicate viewpoints? • Genres: - Contemporary - at least one other genre • Subject matter: - social, political and cultural influences on dance	<b>Moving my way</b>  How does dance communicate meaning for me? • Genres: - fusion of movement styles • Subject matter: - developing a personal movement style - personal viewpoints and influences on genre




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## Design




Year Level	11 & 12		QCE Credits	4
Subject Type	General		21 <sup>st</sup> Century Skills	<div>Creative thinking</div>  <div>Collaboration and teamwork</div>  <div>Communication</div> 
Subject Prerequisites	Nil			
Subject Information	<p>Students learn how design has influenced the world in which they live. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.</p>			
Objectives	<ul style="list-style-type: none"> <li>• describe design problems and design criteria</li> <li>• analyse needs, wants and opportunities using data</li> <li>• devise ideas in response to design problems</li> <li>• synthesise ideas and design information to propose design concepts</li> <li>• evaluate ideas and design concepts to make refinements</li> <li>• represent ideas, design concepts and design information using drawing and low-fidelity prototyping</li> <li>• make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.</li> </ul>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.	<b>Design in practice</b> <ul style="list-style-type: none"> <li>• Topic 1: Experiencing design</li> <li>• Topic 2: Design process</li> <li>• Topic 3: Design styles</li> </ul>	<b>Commercial design</b> <ul style="list-style-type: none"> <li>• Topic 1: Explore - client needs and wants</li> <li>• Topic 2: Develop - collaborative design</li> </ul>	<b>Human-centred design</b> <ul style="list-style-type: none"> <li>• Topic 1: Designing with empathy</li> </ul>	<b>Sustainable design</b> <ul style="list-style-type: none"> <li>• Topic 1: Explore - sustainable design opportunities</li> <li>• Topic 2: Develop - redesign</li> </ul>





## Digital Solutions

Year Level	11 & 12		QCE Credits	4
Subject Type	General		<b>21<sup>st</sup> Century Skills</b>	<div>ICT skills</div>  <div>Communication</div>  <div>Critical thinking</div> 
Subject Prerequisites	<b>Engineering:</b> A or B in Year 10 Math's Extension & English			
Subject Information	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.			
Objectives	<ul style="list-style-type: none"> <li>• recognise and describe elements, components, principles and processes</li> <li>• symbolise and explain information, ideas and interrelationships</li> <li>• analyse problems and information</li> <li>• determine solution requirements and criteria</li> <li>• synthesise information and ideas to determine possible digital solutions</li> <li>• generate components of the digital solution</li> <li>• evaluate impacts, components and solutions against criteria to make refinements and justified recommendations</li> <li>• make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts</li> </ul>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
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.	<b>Creating with code</b> <ul style="list-style-type: none"> <li>• Understanding digital problems</li> <li>• User experiences and interfaces</li> <li>• Algorithms and programming techniques</li> <li>• Programmed solutions</li> </ul>	<b>Application and data solutions</b> <ul style="list-style-type: none"> <li>• Data-driven problems and solution requirements</li> <li>• Data and programming techniques</li> <li>• Prototype data solutions</li> </ul>	<b>Digital innovation</b> <ul style="list-style-type: none"> <li>• Interactions between users, data and digital systems</li> <li>• Real-world problems and solution requirements</li> <li>• Innovative digital solutions</li> </ul>	<b>Digital impacts</b> <ul style="list-style-type: none"> <li>• Digital methods for exchanging data</li> <li>• Complex digital data exchange problems and solution requirements</li> <li>• Prototype digital data exchanges</li> </ul>



## Engineering

Year Level	11 & 12		QCE Credits	4
Subject Type	General		21 <sup>st</sup> Century Skills	  
Subject Prerequisites	<b>Engineering:</b> A or B in Year 10 Math's Extension & English			
Subject Information	<p>Engineering is a practical and future-focused subject where students learn how to design, test and build solutions to real-world challenges. Through the engineering design process, students develop the ability to investigate problems, generate and refine ideas, apply physics and mathematical reasoning, and produce detailed technical drawings or digital models. They then build and evaluate functioning prototypes using materials, tools and technologies that reflect real industry practices. Students explore areas such as structures, machines and systems, gaining insight into how engineers improve the way we live and work.</p>			
Objectives	<p>Understand and apply the engineering design process to solve real-world problems            Use science, mathematics, and technical knowledge to support design solutions            Create and interpret technical drawings and digital models            Investigate, prototype, and evaluate structures, machines, and systems            Develop skills in problem-solving, creativity, and critical thinking            Work safely and effectively with tools, materials, and manufacturing technologies            Communicate engineering ideas clearly using written, visual, and digital formats            Explore career pathways in civil, mechanical, electrical, and aerospace engineering</p>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
Engineering prepares students for further study in engineering and related fields at university or TAFE, such as civil, mechanical, electrical, or aerospace engineering. It also provides a strong foundation for careers in construction, manufacturing, design, and technical industries.	Engineering fundamentals and society Students explore the core concepts of engineering, including forces, energy, materials, and structures, and examine how engineering solutions impact people and society.	Emerging technologies This unit focuses on innovation and future technologies. Students investigate current and developing engineering technologies and design solutions using new materials and approaches.	Specialist engineering Students engage with more complex problems in a specialist area, such as civil, mechanical, or electrical engineering, and apply advanced problem-solving and design techniques.	Future solutions Students develop and refine a major project that responds to a contemporary problem, drawing on their accumulated skills to design, prototype, and evaluate an innovative solution.

## Physical Education

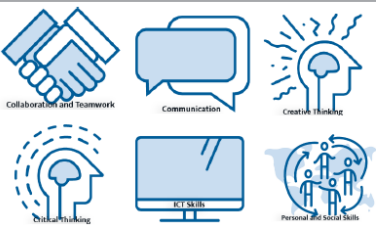
Year Level	11 & 12		QCE Credits	4	
Subject Type	General		21 <sup>st</sup> Century Skills	Personal and social skills 	Collaboration and teamwork 
Subject Prerequisites	<b>Physical Education:</b> A or B in Year 10 English + B in Year 10 HPE				
Subject Information	Physical Education provides students with 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.				
Objectives	<ul style="list-style-type: none"> <li>• recognise and explain concepts and principles about movement</li> <li>• demonstrate specialised movement sequences and movement strategies</li> <li>• apply concepts to specialised movement sequences and movement strategies</li> <li>• analyse and synthesise data to devise strategies about movement</li> <li>• evaluate strategies about and in movement</li> <li>• justify strategies about and in movement</li> <li>• make decisions about and use language, conventions and mode-appropriate features for particular purposes and context</li> </ul>				
Structure	Unit 1	Unit 2	Unit 3	Unit 4	
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.	<b>Motor learning, functional anatomy, biomechanics and physical activity</b> <ul style="list-style-type: none"> <li>• Motor learning integrated with a selected physical activity</li> <li>• Functional anatomy and biomechanics integrated with a selected physical activity</li> </ul>	<b>Sport psychology, equity and physical activity</b> <ul style="list-style-type: none"> <li>• Sport psychology integrated with a selected physical activity</li> <li>• Equity — barriers and enablers</li> </ul>	<b>Tactical awareness, ethics and integrity and physical activity</b> <ul style="list-style-type: none"> <li>• Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity</li> <li>• Ethics and integrity</li> </ul>	<b>Energy, fitness and training and physical activity</b> <ul style="list-style-type: none"> <li>• Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity</li> </ul>	

## Health




Year Level	11 & 12		QCE Credits	4
Subject Type	General		21 <sup>st</sup> Century Skills	 
Subject Prerequisites	<b>Health:</b> A or B in Year 10 English + B in Year 10 HPE			
Subject Information	Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.			
Objectives	<ul style="list-style-type: none"> <li>• recognise and describe information about health-related topics and issues</li> <li>• comprehend and use health approaches and frameworks</li> <li>• analyse and interpret information about health-related topics and issues</li> <li>• critique information to distinguish determinants that influence health status</li> <li>• organise information for particular purposes</li> <li>• investigate and synthesise information to develop action strategies</li> <li>• evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion</li> <li>• make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.</li> </ul>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.	<b>Resilience as a personal health resource</b>	<b>Peers and family as resources for healthy living</b> <ul style="list-style-type: none"> <li>• Alcohol (elective)</li> <li>• Body image (elective)</li> </ul>	<b>Community as a resource for healthy living</b> <ul style="list-style-type: none"> <li>• Homelessness (elective)</li> <li>• Road safety (elective)</li> <li>• Anxiety (elective)</li> </ul>	<b>Respectful relationships in the post-schooling transition</b>

## 16.0 APPLIED SUBJECTS






## Essential English

Year Level	11 & 12		QCE Credits	4
Subject Type	Applied		21 <sup>st</sup> Century Skills	
Subject Prerequisites	Nil			
Subject Information	<p>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.</p>			
Objectives	<ul style="list-style-type: none"> <li>• use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations</li> <li>• use appropriate roles and relationships with audiences</li> <li>• construct and explain representations of identities, places, events and concepts</li> <li>• make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning</li> <li>• explain how language features and text structures shape meaning and invite particular responses</li> <li>• select and use subject matter to support perspectives</li> <li>• sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts</li> <li>• make mode-appropriate language choices according to register informed by purpose, audience and context</li> <li>• use language features to achieve particular purposes</li> </ul>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students A C standard in Essential English is a pre-requisite for entry into TAFE and ADF.	<b>Language that works</b> <ul style="list-style-type: none"> <li>• Responding to a variety of texts used in and developed for a work context</li> <li>• Creating multimodal and written texts</li> </ul>	<b>Texts and human Experiences</b> <ul style="list-style-type: none"> <li>• Responding to reflective and nonfiction texts that explore human experiences</li> <li>• Creating spoken and written texts</li> </ul>	<b>Language that influences</b> <ul style="list-style-type: none"> <li>• Creating and shaping perspectives on community, local and global issues in texts</li> <li>• Responding to texts that seek to Influence audiences</li> </ul>	<b>Representations and popular culture texts</b> <ul style="list-style-type: none"> <li>• Responding to popular culture texts</li> <li>• Creating representations of Australian identifies, places, events and concepts</li> </ul>

## Essential Mathematics




Year Level	11 & 12		QCE Credits	4
Subject Type	Applied		21 <sup>st</sup> Century Skills	<div> <div>Collaboration and teamwork</div>  </div> <div> <div>Communication</div>  </div> <div> <div>ICT skills</div>  </div>
Subject Prerequisites	Nil			
Subject Information	<p>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.</p>			
Objectives	<ul style="list-style-type: none"> <li>• select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance</li> <li>• comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance</li> <li>• communicate using mathematical, statistical and everyday language and conventions</li> <li>• evaluate the reasonableness of solutions</li> <li>• justify procedures and decisions by explaining mathematical reasoning</li> <li>• solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.</li> </ul>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
<p>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.</p>	<p><b>Number, data and graphs</b></p> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Number</li> <li>• Representing data</li> <li>• Graphs</li> </ul>	<p><b>Money, travel and data</b></p> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Managing money</li> <li>• Time and motion</li> <li>• Data collection</li> </ul>	<p><b>Measurement, scales and data</b></p> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Measurement</li> <li>• Scales, plans and models</li> <li>• Summarising and comparing data</li> </ul>	<p><b>Graphs, chance and loans</b></p> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Bivariate graphs</li> <li>• Probability and relative frequencies</li> <li>• Loans and compound interest</li> </ul>

## Science in Practice




Year Level	11 & 12		QCE Credits	4
Subject Type	Applied		21 <sup>st</sup> Century Skills	    
Subject Prerequisites	Nil			
Subject Information	<p>By studying Science in Practice, students develop an awareness and understanding of life beyond school through authentic, real world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.</p>			
Objectives	<ul style="list-style-type: none"> <li>• describe ideas and phenomena</li> <li>• execute procedures</li> <li>• analyse information</li> <li>• interpret information</li> <li>• evaluate conclusions and outcomes</li> <li>• plan investigations and projects.</li> </ul>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
<p>A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.</p>	<p>Students investigate a research question by collecting, analysing and interpreting primary or secondary information.</p>	<p>Students use practical skills to complete a project in response to a scenario.</p>	<p>Students investigate a research question by collecting, analysing and interpreting primary or secondary information. Students use practical skills to complete a project in response to a scenario.</p>	<p>Students use practical skills to complete a project in response to a scenario. Students investigate a research question by collecting, analysing and interpreting primary or secondary information.</p>







## Social and Community Studies

Year Level	11 & 12		QCE Credits	4
Subject Type	Applied		21 <sup>st</sup> Century Skills	  
Subject Prerequisites	Nil			
Subject Information	<p>The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally. Social &amp; Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities to practise, develop and value social, community and workplace participation skills.</p>			
Objectives	<ul style="list-style-type: none"> <li>• explain personal and social concepts and skills</li> <li>• examine personal and social information</li> <li>• apply personal and social knowledge</li> <li>• communicate responses</li> <li>• evaluate projects.</li> </ul>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
<p>A course of study in Social &amp; Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.</p>	<p>Legal and digital citizenship</p> <p>Term 1: Law Matters</p> <p>Term 2: Digital Technology and Well-being</p>	<p>Australia and it's place in the world</p> <p>Term 3: Contemporary Society</p> <p>Term 4: Australia as a global citizen</p>	<p>Healthy choices or mind and body</p> <p>Term 1: Food and nutrition</p> <p>Term 2: Recreation and Leisure</p>	<p>Relationships and work environment</p> <p>Term 3: World of work</p> <p>Term 4: Relationships</p>


## Tourism

Year Level	11 & 12		QCE Credits	4
Subject Type	Applied		21 <sup>st</sup> Century Skills	  
Subject Prerequisites	Nil			
Subject Information	<p>In Tourism, students examine the sociocultural, environmental and economic aspects of tourism, as well as opportunities and challenges across global, national and local contexts. Tourism provides opportunities for Queensland students to develop understandings that are geographically and culturally significant to them by, for example, investigating tourism activities related to local Aboriginal communities and Torres Strait Islander communities and tourism in their own communities. The core of Tourism focuses on the practices and approaches of tourism and tourism as an industry; the social, environmental, cultural and economic impacts of tourism; client groups and their needs and wants, and sustainable approaches in tourism. The core learning is embedded in each unit. The objectives allow students to develop and apply tourism-related knowledge through learning experiences and assessment in which they plan projects, analyse challenges and opportunities, make decisions, and reflect on processes and outcomes.</p>			
Objectives	<p>Explain tourism principles, concepts and practices            Examine tourism data and information            Apply tourism knowledge            Communicate responses            Evaluate projects</p>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment.	Tourism and Travel  -Impacts of tourism -Traveller information package	Tourism trends and patterns  - Investigating tourism trends - Sustainable tourism	Tourism Marketing  - Marketing campaign evaluation - Destination Tourism promotion	Tourism industry and careers  - Investigating value of the tourism industry - Careers in tourism



## Business Studies

Year Level	11 & 12		QCE Credits	4
Subject Type	Applied		21 <sup>st</sup> Century Skills	   
Subject Prerequisites	Nil			
Subject Information	<p>A course of study in Business Studies focuses on business essentials and communication skills delivered through business contexts. Students explore business concepts and develop business practices to produce solutions to business situations. Business practices provide the foundation of an organisation to enable it to operate and connect with its customers, stakeholders and community. The business practices explored in this course of study could include working in administration, working in finance, working with customers, working in marketing, working in events, and entrepreneurship. Students develop effective decision-making skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21<sup>st</sup> century skills. They examine business information and apply their knowledge and skills related to business situations. The knowledge and skills developed in Business Studies enables students to participate effectively in the business world and as citizens dealing with issues emanating from business activities.</p>			
Objectives	<ul style="list-style-type: none"> <li>- Explain business concepts, processes and practices</li> <li>- Examine business information</li> <li>- Apply business knowledge</li> <li>- Communicate responses</li> <li>- Evaluate projects</li> </ul>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
<p>A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.</p>	Working in marketing	Working in events	Entrepreneurship	Working with customers



## Hospitality Practices

<b>Year Level</b>	11 & 12		<b>QCE Credits</b>	4
<b>Subject Type</b>	Applied		<b>21<sup>st</sup> Century Skills</b>	Collaboration and teamwork 
<b>Subject Prerequisites</b>	Cannot study Certificate II in Hospitality			
<b>Subject Information</b>	<p>Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector. Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.</p>			
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• explain concepts and ideas from the food and beverage sector</li> <li>• describe procedures in hospitality contexts from the food and beverage sector</li> <li>• examine concepts and ideas and procedures related to industry practices from the food and beverage sector</li> <li>• apply concepts and ideas and procedures when making decisions to produce products and perform services for customers</li> <li>• use language conventions and features to communicate ideas and information for specific purposes.</li> <li>• plan, implement and justify decisions for events in hospitality contexts</li> <li>• critique plans for, and implementation of, events in hospitality contexts</li> <li>• evaluate industry practices from the food and beverage sector.</li> </ul>			
<b>Structure</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<p>A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.</p>	<p>A response to a single task, situation and/or scenario.</p> <p>Navigating the hospitality industry</p>	<p>A response that includes locating and using information beyond students' own knowledge and the data they have been given.</p> <p>Working effectively with others</p>	<p>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</p> <p>Kitchen operations</p>	<p>A response that answers a number of provided questions, scenarios and/or problems.</p> <p>Beverage operations and service</p>



## Furnishing Skills

Year Level	11 & 12		QCE Credits	4	
Subject Type	Applied		21 <sup>st</sup> Century Skills	Communication 	Collaboration and teamwork 
Subject Prerequisites	Nil				
Subject Information	<p>Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing 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 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.</p>				
Objectives	<p>Demonstrate practices, skills and procedures.            Interpret drawings and technical information.            Select practices, skills and procedures.            Sequence processes.            Evaluate skills and procedures, and products.            Adapt plans, skills and procedures.</p>				
Structure	Unit 1	Unit 2	Unit 3	Unit 4	
<p>The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities</p>	Furniture making	Cabinet making	Domestic Furniture	Bespoke Furniture	

## Industrial Graphics Skills





Year Level	11 & 12		QCE Credits	4	
Subject Type	Applied		21 <sup>st</sup> Century Skills	Communication 	Collaboration and teamwork 
Subject Prerequisites	Nil				
Subject Information	<p>Industrial Graphics Skills focuses on the underpinning industry practices and production processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing. Students understand industry practices, interpret technical information and drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications. Students develop transferable skills by engaging in drafting and modelling 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 tasks.</p>				
Objectives	<ul style="list-style-type: none"> <li>• describe industry practices in drafting and modelling tasks</li> <li>• demonstrate fundamental drawing skills</li> <li>• interpret drawings and technical information</li> <li>• analyse drafting tasks to organise information</li> <li>• select and apply drawing skills and procedures in drafting tasks</li> <li>• use language conventions and features to communicate for particular purposes</li> <li>• construct models from drawings</li> <li>• create technical drawings from industry requirements</li> <li>• evaluate industry practices, drafting processes and drawings, and make recommendations.</li> </ul>				
Structure	Unit 1	Unit 2	Unit 3	Unit 4	
<p>A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.</p>	Computer-aided drafting — modelling	Graphics for the furnishing industry	Drafting for residential building	Graphics for the furnishing industry	

## Building and Construction Skills

Year Level	11 & 12		QCE Credits	4	
Subject Type	Applied		21 <sup>st</sup> Century Skills	Communication 	Collaboration and teamwork 
Subject Prerequisites	Nil				
Subject Information	Building & Construction Skills includes the study of the building and construction industry's practices and production processes through students' application in, and through, trade learning contexts. Industry practices are used by building and construction enterprises to manage the construction of structures from raw materials. Production processes combine the production skills and procedures required to construct structures. Students engage in applied learning to demonstrate knowledge and skills 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 high-quality structures at a specific price and time.				
Objectives	Demonstrate practices, skills and procedures. Interpret drawings and technical information. Select practices, skills and procedures. Sequence processes. Evaluate skills and procedures, and products. Adapt plans, skills and procedures.				
Structure	Unit 1	Unit 2	Unit 3	Unit 4	
The majority of learning is done through construction tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.	Sire preparation and foundations	Framing and cladding	Fixing and finishing	Construction in building industry	



## Sport & Recreation

<b>Year Level</b>	11 & 12		<b>QCE Credits</b>	4
<b>Subject Type</b>	Applied		<b>21<sup>st</sup> Century Skills</b>	   
<b>Subject Prerequisites</b>	Nil			
<b>Subject Information</b>	<p>Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing. Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport &amp; Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.</p>			
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Investigate activities and strategies to enhance outcomes.</li> <li>• Plan activities and strategies to enhance outcomes.</li> <li>• Perform activities and strategies to enhance outcomes.</li> <li>• Evaluate activities and strategies to enhance outcomes.</li> </ul>			
<b>Structure</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.	Emerging Trends in Sport	Challenge in the Outdoors	Event Management	Community Recreation

## 17.0 VET COURSES

Shailer Park State High School is a Registered Training Organisation (RTO) — RTO number 30434 — which means we are authorised to deliver a range of nationally recognised certificate courses to students as part of their senior secondary studies.

### **What We Offer**

As an RTO, Shailer Park SHS delivers Certificate courses directly to students on campus, led by qualified staff, as part of our commitment to providing relevant, hands-on learning experiences. In addition, we partner with external RTOs to offer a broader selection of certificate courses that the school cannot deliver internally. These external training providers are approved and experienced in delivering high-quality vocational education across a variety of industries.

### **Certificates delivered by Shailer Park State High:**

Certificate II in Sampling and Measurement – MSL20122

Certificate II in Skills for work and Vocational – FSK20119

### **Certificates delivered by External Registered Training Organisations**

Certificate II in Construction - CPC20220 – Blue Dog Training (RTO 31193)

Certificate II in Engineering - MEM20422 – Blue Dog Training (RTO 31193)

Certificate II in Cookery – SIT20421 – Aurora Training Institute (RTO 32237)

Certificate II in Hospitality – SIT20322 – Aurora Training Institute (RTO 32237)

Certificate II in Health support services – HLT23221 – DIVTEC Training College (RTO 32535)

Diploma of Business - BSB50120 with GET SET Education (RTO 45252)

## CPC20220 Certificate II in Construction Pathways

Registered training organisation (RTO):

Blue Dog Training (RTO Code: 31193)

[www.bluedogtraining.com.au](http://www.bluedogtraining.com.au)

07 3331 6004

QCE Credits: 4 Core Credits



### Description

The qualification CPC20220 is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship with the exception of plumbing.

The units of competency within this qualification cover essential work health and safety requirements, 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 qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

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 (2) 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 aim to deliver trade-level expertise. For example, the expected outcome in tiling is not to master trade-level techniques and theory, but to gain an introduction to tiling—understanding how tiles are laid, aligned, and adhered, and having the opportunity to tile a basic surface. Similarly, in general construction, the focus should be on learning how to safely use hand and power tools to construct or modify simple timber projects, rather than teaching advanced joinery or structural framing. The emphasis should be on using construction tools and equipment to complete practical tasks safely, ensuring the well-being of each learner and those around them.

### Eligibility - Cost

This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list. Our school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026.

Enrolment in this qualification is being offered to students under a fee for service arrangement by Blue Dog Training in 2026. Fee for 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)

### 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 Training's qualified trainers and assessors.

Information current at the time of printing and is subject to change

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 is responsible for all training and assessment.

### **Core**

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

### **Elective**

CPCWHS1001# Prepare to work safely in the construction industry

CPCCCM2004\* Handle construction materials

CPCCCM1011 Undertake basic estimation and costing

CPCCCA2002\* Use carpentry tools and equipment

CPCCWF2002\* Use wall and floor tiling tools and equipment

Notes:

❑ \*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.

❑ Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

❑ # The unit CPCWHS1001 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'.

More information about this qualification is available at: <https://training.gov.au/Training/Details/CPC20220>

## MEM20422 Certificate II in Engineering Pathways

Registered Training Organisation (RTO):

Blue Dog Training (RTO Code: 31193)

[www.bluedogtraining.com.au](http://www.bluedogtraining.com.au)

07 3331 6004

QCE Credits: 4 Core Credits



### Description

The qualification MEM20422 provides students with an introduction to an engineering or related working environment.

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.

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 (2) 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

This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list. Our school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026.

Enrolment in this qualification is being offered to students under a fee for service arrangement by Blue Dog Training in 2026. Fee for 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)

### 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 Training's 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.

Information current at the time of printing and is subject to change

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

Blue Dog Training is responsible for all training and assessment.

### Core

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

### Elective

MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

### Notes:

❓ \*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.

❓ Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

More information about this qualification is available at: <https://training.gov.au/Training/Details/MEM20422>



## SIT20421 Certificate II in Cookery



VET IN SCHOOLS (VETIS) PROGRAM

### SIT20421 - Certificate II in Cookery

#### Course Overview

Does working in a fast-growing and diverse hospitality industry excite you?

Take this excitement and passion and use it to gain an insight on the important areas of working as part of a kitchen team.

This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills to prepare food and menu items.

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, and coffee shops; and institutions such as aged care facilities, hospitals, prisons, and schools.

#### Course Delivery

The SIT20421 - Certificate II in Cookery is delivered within 6 - 12 months.

Training and assessment will be delivered in weekly classroom sessions at the school.

#### Eligibility Criteria

To be eligible to enrol in the VET in Schools program, you must:

- ☑ Be enrolled at school (year 10, 11 or 12); and
- ☑ Be a Queensland resident; and
- ☑ Be an Australian or New Zealand Citizen, or Australian permanent resident (including humanitarian entrants), or a temporary resident with the necessary visa and work permits on the pathway to permanent residency; and
- ☑ Have not already exhausted Certificate II VETIS funding.

QLD State Government VETIS funding is only available for one Certificate II qualification for each student.

#### AT A GLANCE



6-12 Months



Classroom  
Delivery



No Contribution

#### CAREER OPPORTUNITIES

- Catering Assistant
- Kitchen Hand
- Chef's Assistant
- Sandwich Hand
- Fast Food Cook
- Food Attendant
- Café Worker







## Course Requirements

To achieve a SIT20421 - Certificate II in Cookery, a total of 13 units must be completed including 7 core units and 6 elective units as listed below.

### Core Units

- SITHCCC023** Use food preparation equipment \*
- SITHCCC027** Prepare dishes using basic methods of cookery \*
- SITHCCC034** Work effectively in a commercial kitchen \*\* #
- SITHKOP009** Clean kitchen premises and equipment \*
- SITXFSA005** Use hygienic practices for food safety
- SITXINV006** Receive, store and maintain stock \*
- SITXWHS005** Participate in safe work practices

### Elective Units

- SITHCCC024** Prepare and present simple dishes \*
- SITHCCC025** Prepare and present sandwiches \*
- SITHCCC028** Prepare appetisers and salads \*
- SITXFSA006** Participate in safe food handling practices
- SITXCOM007** Show social and cultural sensitivity
- SITXCCS011** Interact with customers

\* Prerequisite is SITXFSA005 - Use hygienic practices for food safety

\*\* Prerequisites are SITHCCC027 - Prepare dishes using basic methods of cookery and SITXFSA005 - Use hygienic practices for food safety

# Students are required to complete 12 service periods

## Vocational Education and Training in Schools (VETiS) Program

The VETiS program is funded by the Queensland Government to give eligible students funding to complete a Certificate I or II level qualification while attending secondary school.

VETiS qualifications can be undertaken in years 10, 11 and 12, and may provide credit towards the Queensland Certificate of Education.

Aurora Training Institute is a Skills Assure supplier under this program for the delivery of this Certificate II qualification.

As students can only access the VET in Schools subsidy once, it is important that you consider and compare your training options to ensure they align with your chosen career pathway.

Every student that completes or discontinues a VET in Schools course must complete a Student Training and Employment Survey within 3 months.

For more information on the VETiS program and FAQs, visit the Queensland Government website at <https://desbt.qld.gov.au/training/training-careers/incentives/vetis>.

### Fees

There are no student fees applicable for this course.

## SIT20322 Certificate II in Hospitality



VET IN SCHOOLS (VETiS) PROGRAM

### SIT20322 - Certificate II in Hospitality

#### Course Overview

Every country in the world has a hospitality industry. This career path can lead you to experience new countries, cultures and people!

Learning about customer service, food and beverage service and the hospitality industry itself can all help you on your way. There are so many opportunities within this industry.

This qualification provides you with the basic hospitality operational skills and basic industry knowledge to get you started with confidence.

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

#### Course Delivery

The SIT20322 - Certificate II in Hospitality is delivered within 6 - 12 months.

Training and assessment will be delivered in weekly classroom sessions at the school.

#### Eligibility Criteria

To be eligible to enrol in the VET in Schools program, you must:

- ☑ Be enrolled at school (year 10, 11 or 12); and
- ☑ Be a Queensland resident; and
- ☑ Be an Australian or New Zealand Citizen, or Australian permanent resident (including humanitarian entrants), or a temporary resident with the necessary visa and work permits on the pathway to permanent residency; and
- ☑ Have not already exhausted Certificate II VETiS funding.

*QLD State Government VETiS funding is only available for one Certificate II qualification for each student.*

#### AT A GLANCE



6-12 Months



Classroom  
Delivery



No Contribution

#### CAREER OPPORTUNITIES

- Bar Attendant
- Café Attendant
- Food and Beverage Attendant
- Function Attendant
- Catering Assistant
- Chef's Assistant
- Kitchen Hand





## Course Requirements

To achieve a SIT20322 - Certificate II in Hospitality, a total of 12 units must be completed including 6 core units and 6 elective units as listed below.

### Core Units

- BSBTWK201** Work effectively with others
- SITHIND006** Source and use information on the hospitality industry
- SITHIND007** Use hospitality skills effectively #
- SITXCCS011** Interact with customers
- SITXCOM007** Show social and cultural sensitivity
- SITXWHS005** Participate in safe work practices

### Elective Units

- SITXFSA005** Use hygienic practices for food safety
- BSBTEC201** Use business software applications
- SITXFIN007** Process financial transactions
- SITHFAB021** Provide responsible service of alcohol
- SITHFAB024** Prepare and serve non-alcoholic beverages \* ##
- SITHFAB025** Prepare and serve espresso coffee \*

\* Prerequisite is SITXFSA005 - Use hygienic practices for food safety

# Students are required to complete 12 service periods

## Students are required to complete 3 service periods

## Vocational Education and Training in Schools (VETiS) Program

The VETiS program is funded by the Queensland Government to give eligible students funding to complete a Certificate I or II level qualification while attending secondary school.

VETiS qualifications can be undertaken in years 10, 11 and 12, and may provide credit towards the Queensland Certificate of Education.

Aurora Training Institute is a Skills Assure supplier under this program for the delivery of this Certificate II qualification.

As students can only access the VET in Schools subsidy once, it is important that you consider and compare your training options to ensure they align with your chosen career pathway.

Every student that completes or discontinues a VET in Schools course must complete a Student Training and Employment Survey within 3 months.





For more information on the VETiS program and FAQs, visit the Queensland Government website at <https://desbt.qld.gov.au/training/training-careers/incentives/vetis>.

### Fees





There are no student fees applicable for this course.



## MSL20122 Certificate II in Sampling and Measurement

Year Level	12		QCE Credits	4
Subject Type	VET		21 <sup>st</sup> Century Skills	   
Subject Prerequisites	Nil			
Subject Information	<p>The MSL20122 Certificate II in Sampling and Measurement is a nationally recognised vocational qualification designed to equip students with foundational skills in scientific sampling and measurement techniques. This course is particularly relevant for those interested in pursuing careers in industries such as construction, manufacturing, resources, and environmental science</p> <p>This qualification reflects the role of workers who perform a range of sampling and measurement activities as part of laboratory, production, or field operations in various industry sectors. Job roles include samplers and testers, production personnel, plant operators, production operators, field assistants, drivers, and sample couriers.</p> <p>This course is suitable for individuals seeking entry-level positions in various industries or those looking to gain practical skills in sampling and measurement</p>			
Objectives	<ul style="list-style-type: none"> <li>• Develop the skills to safely perform sampling and measurement tasks in field or laboratory settings.</li> <li>• Learn to follow standard operating procedures and industry safety requirements.</li> <li>• Record, analyse, and present data in a scientific context.</li> <li>• Operate basic testing equipment such as pH meters, thermometers, and hydrometers.</li> <li>• Work effectively as part of a team in industrial or scientific environments.</li> <li>• Prepare and handle samples correctly for transport and analysis.</li> <li>• Communicate findings using appropriate scientific and workplace terminology.</li> </ul>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
<p>The <b>MSL20122</b> provides students with foundational skills for entry-level roles in industries such as mining, environmental science, manufacturing, and laboratory operations. It can also serve as a stepping stone into further study in laboratory techniques, science, or engineering at TAFE or university</p>	<p>MSL912002 – Work within a laboratory or field workplace</p> <p>MSL922002 – Record and present data</p> <p>MSL943004 – Participate in laboratory or field workplace safety</p>	<p>MSL912002 – Work within a laboratory or field workplace</p> <p>MSL922002 – Record and present data</p> <p>MSL943004 – Participate in laboratory or field workplace safety</p>	5 Elective Units	5 elective units

## FSK20119 Certificate II in Skills for Work and Vocational

Year Level	11 & 12		QCE Credits	4
Subject Type	VET		21 <sup>st</sup> Century Skills	   
Subject Prerequisites	Nil			
Subject Information	<p>The FSK20119 Certificate II in Skills for Work and Vocational Pathways is a nationally recognised qualification designed to enhance foundational skills in literacy, numeracy, communication, and digital literacy. It is particularly suited for individuals preparing to enter the workforce or pursue further vocational training. The course is structured to provide practical, real-world learning experiences, often contextualised within workplace scenarios. It is suitable for school leavers, job seekers, and individuals seeking to build confidence before undertaking further vocational education.</p>			
Objectives	<ul style="list-style-type: none"> <li>• Develop core reading, writing, numeracy, and oral communication skills for workplace and training contexts.</li> <li>• Build confidence and independence in learning and applying new skills.</li> <li>• Use routine strategies to plan and manage career and learning pathways.</li> <li>• Interpret and respond to routine workplace texts and instructions.</li> <li>• Improve digital literacy for work, learning, and everyday tasks.</li> <li>• Engage in problem-solving and teamwork in vocational environments.</li> <li>• Communicate effectively with others in a range of workplace situations.</li> </ul>			
Structure	Unit 1	Unit 2	Unit 3	Unit 4
It provides a strong foundation for progressing into Certificate III qualifications, traineeships, or entry-level employment in areas such as retail, hospitality, construction, or administration. It also helps build the confidence and skills needed to re-engage with learning and make informed career decisions.	Students complete one core unit focused on strategies for learning in the workplace.	They also complete thirteen elective units tailored to reading, writing, numeracy, and digital skills for work.	Units are designed to reflect real-world tasks and support career planning and workplace communication.	The course builds essential employability skills needed for further study or entry-level jobs

## HLT23221 Certificate II in Health Support Services



# Certificate II in Health Support Services (Administration) – VET in Schools Course

HLT23221

### Course Information

This qualification reflects the role of workers who provide support for the effective functioning of health services. At this level workers complete tasks under supervision involving known routines and procedures or complete routine but variable tasks in collaboration with others in a team environment.

### Course Structure

To successfully achieve the HLT23221 – Certificate II in Health Support Services, twelve (12) units must be completed which are made up of:

- 4 core units
- 8 elective units

### Career Opportunities

The following employment pathways are available to students who complete this qualification.

- Assistant in a Health Care Facility
- Health Administration
- Medical Administration
- Pathology Administration
- Food Services Assistant
- General Hand (Hospital)
- Hospital Laundry Worker
- Ward Hand

### Training Delivery

This VET in Schools course will be delivered using a blended delivery methodology. The blended method employed by DIVTEC Training College includes face to face classroom learning, supported by online, independent, and self-directed learning. The training sessions include theoretical and practical components

# Certificate II in Health Support Services (Administration)

HLT23221

## Units of Study

### Core Units

1	CHCCOM005	Communicate and work in health or community services
2	CHCDIV001	Work with diverse people
3	HLTINF006	Comply with infection prevention and control policies and procedures
4	HLTWHS001	Participate in workplace health and safety

### Elective Units

5	BSBOPS203	Deliver a service to customers
6	BSBINS201	Process and maintain workplace information
7	BSBPEF202	Plan and apply time management
8	BSBTEC201	Use business software applications
9	BSBMED301	Interpret and apply medical terminology appropriately
10	CHCCCS012	Prepare and maintain beds
11	CHCCCS020	Respond effectively to behaviours of concern
12	CHCCCS026	Transport individuals <b>OR</b> <b>CHCCCS010</b> Maintain a high standard of service



### LOCATIONS

#### STATION ROAD CAMPUS

10 Station Road  
Burpengary  
Queensland 4505

OR

Your school  
location



### TIMETABLE

Regular timetabled classes  
with your trainer. Dates and  
times to be mutually agreed  
with school and DIVTEC

Duration: 40 weeks to  
coincide with School  
Terms



### COST

DIVTEC Training College has  
access to Government  
funding under the Skills  
Assure Supplier Agreement  
that subsidises the cost of  
the course. For details please  
refer to our website



## **AUR20720 Certificate II in Automotive Vocational Preparation**

### **Tactile Learning RTO Code 30922)**

#### **Overview**

Certificate II in Automotive Vocational Preparation provides students an opportunity to gain an entry level qualification in the automotive industry. The course allows students to gain basic knowledge and skills of mechanical and electrical components of light vehicles.

#### **Objectives**

Students will understand how to identify and inspect components and systems of vehicles as well as develop the skills to perform minor maintenance and repair of an automotive vehicle. This course appeals to students who enjoy cars and also enjoy practical tasks.

#### **Structure**

The course includes the following 12 competencies that students must achieve in order to complete the certificate:

AURAF103 Communicate effectively in an automotive workplace

AURAE002 Follow environmental and sustainability best practice in an automotive workplace

AURAS102 Follow safe working practices in an automotive workplace

AURETR103 Identify automotive electrical systems and components

AURLTA101 Identify automotive mechanical systems and components

AURAF104 Resolve routine problems in an automotive workplace

AURTTK102 Use and maintain tools and equipment in an automotive workplace

AURTTA127 Carry out basic vehicle servicing operations

AURETR115 Inspect, test and service batteries

AURETR146 Remove and refit vehicle batteries

AURTTE007 Dismantle and assemble single-cylinder four-stroke petrol engines

AURTTB007 Remove and replace brake assemblies

#### **Assessment**

Students will be assessed through submitting a range of quizzes electronically as well as observation during practical components. Tactile Learning's trainers will assess the students. Certificate II in Automotive Vocational Preparation requires students to complete assessment tasks in a classroom environment which will be submitted for assessment. Students will also engage in a variety of practical tasks on a training vehicle and be assessed by observation using and maintaining tools and equipment and servicing major car components.

#### **Cost**

The course uses VETiS funding which can only be used once by students. If students have accessed VETiS funding, it is possible to participate in the course as a full fee-paying student at a cost of \$2000. Contact the Head of Pathways and Transitions for further information. Students will also be required to wear Personal Protective Equipment such as steel-capped work boots.

#### **Work Placement**

Information current at the time of printing and is subject to change

There is no work placement associated with this course.

## **Special Requirements**

Students will be required to participate in full day activities during the scheduled VOC practical day(s) of each term.

## **Pathways**

The skills gained from Certificate II in Automotive Vocational Preparation will give students a good understanding of the automotive industry which may lead to an automotive apprenticeship. Students may also choose to specialise in the many variants of the automotive industry such as marine, body repair, diesel, drivetrain, electrical etc.

Course Information current as at 20 June 2025

## BSB50120 Diploma of Business

# GET SET EDUCATION

## BSB50120 Diploma of Business (Business Development)

This nationally recognised qualification is delivered under a third-party arrangement between Shailer Park State High School and Get Set Education (RTO Code 45252).

Successful completion of the Diploma provides a maximum of 8 credits towards QCE and may provide a positive boost for university pathways - [www.getset.edu.au/uni-pathways](http://www.getset.edu.au/uni-pathways)

The Diploma of Business provides students with the skills and experiences relevant to a variety of Business Services job roles. It is designed to equip students with both practical and theoretical knowledge to broaden their future employment and study opportunities. This qualification is ideal for students seeking a career in the Business Services industry or as a pathway to further study. Students who are most successful in this course are typically self-motivated, determined, and committed to completing tasks and achieving results. A positive attitude, along with a desire to build practical business knowledge and enhance future career and study options, is key to making the most of this opportunity.

### Pathways

Upon successful completion of the BSB50120 Diploma of Business, students may pursue career opportunities such as:

- Business Manager
- Business Development Manager
- Administrator Executive Officer
- Project Consultant
- Team Leader
- Business Owner

### Course Requirements

For successful completion, it is recommended that students have achieved a minimum C grade in Year 9 and 10 English and an average effort grade of B across all subjects.

### All applicants are required to:

- Complete an interview with Head of Faculty (or other nominated contact) to discuss goals, reasons for choosing this course, and their interest in business. Subject results and learning behaviours will be reviewed to determine suitability. Students should understand the commitment required to successfully complete a Diploma-level qualification.
- Complete a Language, Literacy, Numeracy and Digital (LLND) assessment prior to enrolment acceptance.
- Obtain permission from parent/guardian if under 18 years of age.

### Resource requirements

Vocational Education and Training (VET) students complete a significant amount of online theory and assessment tasks. To support their learning, students must have access to a device that meets the school's Bring Your Own Device (BYOD) policy, available to them both at school and at home, along with a reliable internet connection.

### Objectives

Upon the successful completion of the course of study, students should be able to:

- Demonstrate skills in leadership, management, and business administration.
- Develop and implement business plans.
- Communicate concepts and ideas for delivering products and services to customers.

- Apply strategies to manage finances and resources and control risks within a business.
- Identify and evaluate marketing opportunities and develop a social media plan.

### Units of competency

The BSB50120 Diploma of Business (Business Development) requires the completion of 12 units of competency (5 Core units and 7 Elective units):

- BSBXCM501 Lead communication in the workplace (C)
- BSBCRT511 Develop critical thinking in others (C)
- BSBMKG546 Develop social media engagement plans (E)
- SIRXMKT006 Develop a social media strategy (E)
- BSBFIN501 Manage budgets and financial plans (C)
- BSBMKG541 Identify and evaluate marketing opportunities (E)
- BSBOPS601 Develop and implement business plans (E)
- SIRXMGT005 Lead the development of business opportunities (E)
- BSBOPS501 Manage business resources (C)
- BSBOPS505 Manage organisational customer service (E)
- BSBOPS504 Manage business risk (E)
- BSBSUS511 Develop workplace policies and procedures for sustainability (C)

**Course Delivery and Assessment** Course delivery takes place through a blended model—combining classroom-based learning and support from school staff, with online modules, activities and assessments provided by Get Set Education. Assessments have been written specifically with High School students in mind and students will complete both theoretical and practical assessments throughout the course. Students are assessed through:

- Practical tasks/observations
- Written reports
- Group projects
- eLearning projects
- Learner portfolio

### Course Costs | Tuition fee: \$899.00

The full fee includes a non-refundable \$49.00 enrolment fee which is collected upon submitting the online enrolment form. Parents/guardians can then select to pay the remaining \$850.00 upfront or via a monthly payment plan.

#### Upfront Payment

An invoice for \$850.00 will be emailed, with payment due within 14 days. Payment can be made via direct bank transfer or credit card (merchant fees apply: 1.75% for Visa/Mastercard and 2.9% for Amex and Diners).

#### Monthly Payment Plan Over 12 months

If the monthly payment plan is selected, parents/guardians will receive a link via email to set up a monthly direct debit for 12 successful payments through Debit Success. Please note: this option includes additional charges—a one-off \$12.00 administration fee and a 4.4% transaction fee (inc. GST). \$74.10 per month (12 payments) + \$12.00 administration fee = Payment Plan Total Payable \$901.20.

Please note: if direct debit payments are not up to date, access to the learning management system may be affected.

More detailed information can be found in the Course Outline and at [www.getset.edu.au](http://www.getset.edu.au)

DISCLAIMER: All information contained is accurate at the time of publication but subject to change.

Information current at the time of printing and is subject to change