
WELCOME

Dear Students and Parents,

Welcome to the Senior Secondary Pathways Information Guide for 2020. Planning future pathways is an exciting phase of the education journey for our students. The following pages contain valuable information about the range of options available for senior students at Toogoolawah State High School (TSHS).

Our School's Senior Secondary Curriculum seeks to provide a range of pathways and experiences, which contribute to knowledge, skills, problem solving and interpersonal development. The School firmly believes that the successful completion of Year 12 is achieved when students are awarded the Queensland Certificate of Education (QCE).

The QCE is only awarded to students who are successful in gaining the required level of achievement and the required amount of learning. Successful achievement of 20 credit points is necessary to be eligible for a QCE.

There is clear evidence that young people who successfully complete Year 12 or Certificate Level III Training are successful in gaining employment, gaining entry to future training pathways, enjoy generally better health outcomes in their lives and have shorter and fewer periods of unemployment.

We look forward to working with you to achieve our School's goal to help you build a foundation for a successful and productive future.

Yours sincerely,



Mr Ross Jardine

Principal

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INTRODUCTION TO SENIOR SECONDARY

For Year 11 and 12, students are required to make broad pathway choices – ATAR (Australian Tertiary Admission Rank), Vocational Education and Training Pathway (VET), or combination of ATAR and VET. The subject and pathway choices link closely with the students individualised Senior Education and Training Plan and serve to provide a definite learning direction post Year 12.

Students who move into Years 11 and 12 have reached a stage in their schooling where it is expected that they demonstrate mature and responsible attitudes and personal behaviours. While there are diverse opportunities available for students, participation in these is conditional upon students demonstrating suitable attitudes and behaviours.

In Year 11 and 12 students continue to study 6 subjects and have the option to participate in a School-based traineeship or apprenticeship. Students can study Queensland Curriculum and Assessment Authority (QCAA) subjects or select from a range of Vocational offerings. An English subject and a Mathematics subject are compulsory for all Year 11 and 12 students. Students may then choose 4 more elective subjects from the 20 subjects and 4 certificates available on campus.

It is very important for us at Toogoolawah State High School that students graduate from school with a worthwhile qualification as well as the skills and attributes to develop their potential for active and responsible participation in society. Our Year 11 and 12 senior school program has been developed to allow a balance between academic subjects and vocational subjects to broaden their learning experience.

Vocational Education and Training, or VET, is a growing area of options for students. VET provides pathways to individualise learning and to access real work places and learning situations for a significant part of the senior school years. The VET competencies that you achieve are able to contribute to Certificate I, II, or III level courses under the Australian Skills Quality Authority (ASQA) which is the National Standards Authority for training.

The Queensland Government has introduced laws which require young people to be learning or earning. All young people will be required to complete Year 10 at school and go on to undertake a further two years of education and/or training, or until they achieve a Queensland Certificate of Education (QCE), Senior Statement, Certificate III vocational qualification, or turn 17, whichever comes first. Young people will be exempt from these requirements if they gain full-time employment. The aim is to encourage as many young people as possible to complete 12 years of schooling or equivalent.

SENIOR EDUCATION AND TRAINING PLAN (SET PLAN)

Staff at Toogoolawah State High School work hard to ensure all students achieve their goals. Students work with parents and the senior schooling team to ensure they are taking the right steps to allow them to achieve their career aspirations. The student, their parents or carers, and a school representative meet to develop their personalised SET Plan. This plan details what, where and how a student will study during their senior phase of learning.

In their personalised plan, they will be able to list a variety of different learning pathways, some of which they may access outside the current formal structure of this school. This allows them to create more options and flexibility in their learning. The plan is reviewed yearly and can be altered if a student decides to change direction and explore a different learning pathways. The SET plan should be completed and ready for implementation before students begin the Senior Phase of Learning.

SET Plans are completed by the student online in their OneSchool account. Students and parents can access the SET Plan from home or school and update or make changes at any time. The school holds formal set plan review in year 11 and 12, however students are encourage students to review their SET Plans at the beginning of every semester and all efforts are made to ensure students achieve their intended learning outcomes (ILOs) and have the broadest range of options available to them at the end of their schooling.

LEARNING ACCOUNT

During Year 10, or in the year prior to their sixteenth birthday (whichever comes first), all young people will be registered with the Queensland Curriculum and Assessment Authority by the school. Upon registration, each young person will have a learning account opened. From then on, as young people complete various units of learning and training, **credits will be banked in their learning account.**

They can then access and monitor their account through the Queensland Curriculum and Assessment Authority website (www.studentconnect.qcaa.qld.edu.au.) In general their learning account will remain open until the student is awarded their Queensland Certificate of Education (QCE).

WHAT SUBJECTS SHOULD I CHOOSE?

It is important to choose senior subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

OVERALL PLAN

As an overall plan, it is suggested that you choose subjects:

- That you enjoy
- In which you have achieved good results
- Which reflect your interests and abilities
- Which help you reach your career and employment goals
- Which will develop skills, knowledge and attitudes useful throughout your life.

These are quite general points, so it is wise to look in more detail at the guidelines outlined below.

Guidelines for Choosing Senior Subjects

1. *Research* each subject thoroughly
2. *Be prepared* to ask for help
3. *Find out* about occupational pathways
4. *Find out* about the subjects offered by our school
5. *Choose* a combination of subjects that suits your needs and abilities

1. Research each subject thoroughly

Take these steps to ensure you understand the content and requirements of each subject:

- *Read* subject descriptions and course outlines in booklets provided by your school.
- *Talk to* the Head of Department (Senior Secondary) and teachers of each subject.
- *Look* at books and materials used in the subject.
- *Listen* carefully at subject selection talks.
- *Talk* to students who are already studying the subject.

2. Be prepared to ask for help

If you and your parents are uncertain about the combination of subjects you have chosen, check again with some of the many people available to talk to – Teachers, Year Level Coordinators, Heads of Department, Guidance Officer, Deputy Principal or the Principal. Don't be afraid to seek their assistance. They are all prepared to help.

3. Find out about occupational pathways

It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present then select subjects that will keep several career options open to you. Our Head of Senior Schooling or YPP Coordinator will be able to help you get started. You will also need to find out about the various pathways

you can take to obtain qualifications you will need to get a job in the occupational areas in which you are interested.

Once you know about the different pathways you can select the most appropriate one for you. The following resources are available and give you information about occupations and the subjects and courses needed to gain entry to these occupations.

Resource Information

<i>myfuture</i>	Australia's Career Information Service	www.myfuture.edu.au
<i>Jobguide</i>	Contains information about thousands of jobs	www.jobguide.dest.gov.au
<i>Brochures</i>	Industry groups provide information on the various pathways to jobs within these industries	Career Expo / internet/ HOD Senior Secondary
<i>The QTAC Guide</i>	Details about tertiary courses offered through QTAC for student completing Yr. 12	www.qtac.edu.au
<i>QTAC Tertiary Prerequisites</i>	Details about subjects required for entry to tertiary courses offered through QTAC for students currently in Yr. 10	HOD Senior Secondary Guidance Officer
<i>Tertiary entry: Internal Year 12 students without ATARs</i>	Details about options for students who are not eligible for an Overall Position (ATAR) to gain entry to tertiary courses through QTAC	
<i>Australian Apprenticeships and Traineeships</i>	Information about Australian Apprenticeships and Traineeships	www.aajobpathways.com.au
<i>Queensland TAFE Handbook</i>	Information about courses VET and Diploma courses offered through TAFE institutes in Queensland	www.tafe.qld.gov.au HOD Senior Secondary Guidance Officer

4. Find out about the subjects offered by our school

Our school offers the following types of subjects:

General Subjects

- Are used in the calculation of ATARs
- Are recorded on the Senior Statement
- Can provide credit towards the Queensland Certificate of Education
- Three Authority Subjects must be studied for 4 full semesters to maintain eligibility for an ATAR.

Applied Subjects

- Only 1 subject can contribute to an ATAR
- Can be used to calculate a Selection Rank
- Are recorded on the Senior Statement
- Can provide credit towards the Queensland Certificate of Education

Stand-Alone VET Subjects

- Certificate III or higher contributes towards an ATAR
- Results for units of competency successfully completed are recorded as 'Competent'
Can provide credit towards the Queensland Certificate of Education
- Certificate courses are provided by direct enrolment with a Registered Training Organisation (RTO) or via co-provider arrangements between our school and an RTO

5. Choose a *combination* of subjects that suits your needs and abilities

Traps to avoid

- Do not select subjects simply because someone has told you that they "will help you get a better ATAR"
- Consider other peoples' opinions of the subjects but do not make your decision based on these only. Check the subjects out for yourself.

Vocational education

Consider taking subjects with vocational education modules embedded in them if:

- The subject relates to or could provide a pathway to a job that attracts you
- Success in the subject may give you advanced standing (credit) in a higher-level course in your interest area
- You are interested in the subject and think you would enjoy studying it

Tertiary entrance

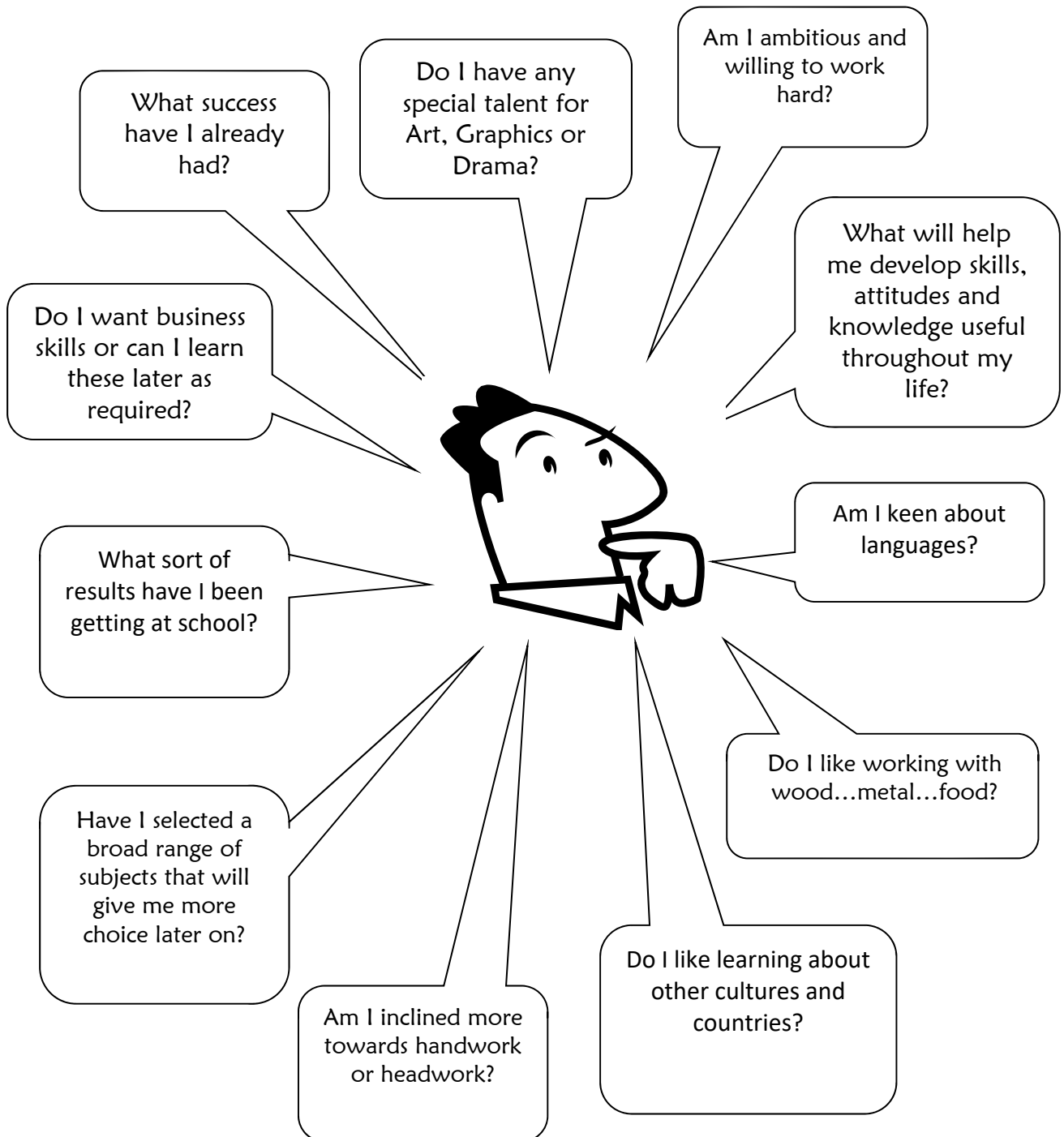
If you wish to study degree or diploma courses at university or TAFE after Year 12:

- Ensure you select the prerequisite subjects required for your preferred courses
- Most students gain entry to university on the basis of an ATAR. To be eligible for an ATAR, in the 4 semesters of Years 11 and 12 you must complete at 20 semester units of General subjects.
- Alternatively you can complete 16 semester units of General subjects with the additional 4 subject units coming from either an Applied Subject or Certificate III.
- At least three subjects must remain unchanged throughout your Senior Schooling and there must be a range of knowledge gained throughout i.e. you cannot choose subject that overlap in knowledge or skills.
- A small number of Year 12 students who are ineligible for an ATAR gain entry to tertiary courses on the basis of a selection rank. Most of these students apply for diploma and advanced diploma courses.

School-based apprenticeships and traineeships

- You may have an opportunity to complete Years 10, 11 or 12 and at the same time begin an apprenticeship or traineeship while you are still here at school
- Be sure that you understand that apprenticeships and traineeships are legally binding formal agreements
- When you sign these you are agreeing to particular work and training requirements, as is your host employer
- Check all documents carefully with a teacher and a trusted adult to ensure that you fully understand what is required of you, the school, and the employer in the agreement

WHAT SUBJECTS SHOULD I CHOOSE?



SUBJECT OVERVIEW

Faculty	Senior Course	Post School Pathway
English	Essential English	Full Time Work / Apprenticeship / Traineeship / TAFE
	English	University
Mathematics	Essential Mathematics	Full Time Work / Apprenticeship / Traineeship TAFE
	General Maths	University
	Maths Methods	
	Specialist Maths (Distance Education)	
Science	Certificate II in Rural Operations	Full Time Work / Apprenticeship / Traineeship / TAFE
	Agricultural Practices	University
	Biology	
	Physics	
	Chemistry	
Humanities	Certificate III Business	Full Time Work / Apprenticeship / Traineeship / TAFE
	Business	University
	Accounting	
	Ancient History	
	Geography	
HPE	Certificate II Sport and Recreation/ Certificate III Fitness	Full Time Work / Apprenticeship / Traineeship
	Physical Education	University
The Arts	Drama in Practice	Full Time Work / Apprenticeship / Traineeship
	Music in Practice	
	Visual Arts in Practice	
	Media Arts in Practice	
	Drama	University
	Music	
	Visual Art	
Technology	Certificate III Hospitality and Tourism	Full Time Work / Apprenticeship / Traineeship
	Engineering Skills	
	Furnishing Skills	
	Industrial Technology Skills	
	Industrial Graphics Skills	
Languages	Distance Education	University

STUDENT EDUCATION PROFILE (SEP)

At the end of Year 12, a student will receive a Student Education Profile (SEP), *which may consist of:*

Senior Statement	All students who leave school at the end of year 12 will be issued with a Senior Statement. This statement outlines the subjects studied and results for each.
Tertiary Entrance Statement containing their ATAR	Students who meet the study requirements will be receive an ATAR. The ATAR is used to determine eligibility for admission for tertiary courses.
Queensland Certificate of Education (QCE)	Students who successfully complete the required amount of learning and achieve the literacy and numeracy component will be eligible for a QCE.
Queensland Certificate of Individual Achievement (QCIA)	This is an alternative certificate for identified students who are unable to gain a QCE.
VET Certificates	Statement of Attainment for partially complete certificates and Certificate I, II, III or IV for completed qualifications.

ELIGIBILITY FOR A QCE

The Queensland Certificate of Education (QCE) is Queensland's internationally recognised senior secondary schooling qualification. To be issued a QCE, students need to accrue the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. These requirements are aimed at ensuring students complete their senior schooling with the knowledge and skills they need for success in life beyond school. The QCE is issued to eligible students when they meet all requirements, usually at the end of Year 12. Core courses of study are typically undertaken by students during senior schooling. They are courses of study that have been quality assured by the QCAA or a recognised authority. The QCE completed Core requirement is 12 credits of the total 20 credits to meet the set amount of learning needed to be issued a QCE.

Gaining Credits

A credit is the minimum amount of learning at the set standard that can contribute to the QCE. A credit has two elements: an amount of learning and a set standard. For example, a credit for a General subject is one semester (amount of learning) at Sound Achievement (set standard) or a credit for a Certificate II qualification is 25% (amount of learning) of the competencies (set standard). Some learning achievements will be recorded in the Learning Account but will not be a credit because they either do not have the required amount of learning or they do not meet the set standard. For example, a Very Limited Achievement in an Authority subject does not meet the set standard to be a credit.

New Flexibility

The new qualification will recognise more learning options. Students can design a program of study to match their career goals. There is more flexibility in what, where and when learning occurs. Not all the learning need take place at school. Some learning can be with a registered training provider, in a workplace or with a community group. The list of options is in the QCE table.

Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account.

To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

● Core: At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

● Preparatory: A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses <ul style="list-style-type: none"> QCAA Short Course in Literacy QCAA Short Course in Numeracy 	1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

● Complementary: A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses <ul style="list-style-type: none"> QCAA Short Course in Aboriginal & Torres Strait Islander Languages QCAA Short Course in Career Education 	1
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

● Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

● Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

Eligibility to receive the Queensland Certificate of Individual Achievement (QCIA)

A student is eligible to receive the **Queensland Certificate of Individual Achievement** if the student has at least 12 years of schooling and the school recognises that the student:

- has an impairment (typically, adequate measuring instruments and agreed criteria are available), or
- has difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors,
- attends school until the date specified as the end of Year 12.

Procedures

Schools identify eligible students and decide the best certification option for each student.

Consultation with students and their caregivers should be central to this decision-making process. Students initially indicate that they wish to receive the Queensland Certificate of Individual Achievement by *ticking the Queensland Certificate of Individual Achievement box after registration of their learning account*.

Schools identify programs of study that can be recorded on the Queensland Certificate of Individual Achievement

Further information

Q. What can I use this certificate for?

A. This certificate recognises schooling achievements that cannot generally be recorded on the Queensland Certificate of Education. It is an official record of your completion of at least twelve years of education. It can be shown to employers as a summary of your knowledge and skills. It can also be used by training providers to help them decide the best training options they can provide for you.

Q. Do I have to receive this certificate if I have a learning difficulty or impairment?

A. No. Schools, parents and students decide which educational program is best for each individual.

Q. What achievements are included on the Queensland Certificate of Individual Achievement?

A. The certificate records educational achievement in three areas:

- Statement of achievement
- Accredited vocational education
- Statement of participation.

Statement of Achievement

This section is a series of descriptions under six 'curriculum organisers'. It certifies the student's demonstrated knowledge and skills according to the educational program of the student.

The six curriculum organisers are:

- Areas of study and learning
- Communication and technologies
- Community, citizenship and the environment
- Leisure and recreation
- Personal and living dimensions
- Vocational and transition activities.

Check with your schools Head of Special Education Services (HOSES) if you need more information. The QCAA website has a section dealing with the certificate. Go to www.qcaa.qld.edu.au

WHAT IS AN ATAR?

An Australian Tertiary Admission Rank (ATAR) allows tertiary admissions centres to compare students from across Australia when they apply for tertiary places. The ATAR is a number between 0 and 99.95, in increments of 0.05. ATARs below 30 are not reported. The ATAR is a finer grained rank order of students than the OP. The ATAR is commonly used in other states and territories.

The Queensland Tertiary Admissions Centre (QTAC) will be responsible for calculating students' ATARs. QTAC will calculate ATARs based on either:

- A student's best five General subject results.

OR

- A student's best results in a combination of four General subject results, plus one of the following applied learning subject results:
 - The best result in a QCAA Applied (currently Authority-registered subject or Subject Area Syllabus subject)
 - Certificate III
 - Certificate IV
 - Diploma or Advanced diploma.

If a student is eligible for an ATAR in both categories, QTAC will use their highest ATAR.

In the new system of tertiary entrance, eligibility for an ATAR will require satisfactory completion of a QCAA English subject. Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language. While students must meet this standard to be eligible to receive an ATAR, it won't be mandatory for a student's English result to be included in the calculation of their ATAR.

SENIOR SUBJECT offerings

ACCOUNTING	General Subject	✓
	Applied Subject	✗
	VET Subject	✗
	QCE – Credit 4 Points	✓
	Prerequisites	Yes

Overview

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses and individuals. It is foundational to all organisations across all industries, and assists in discharging accountability and financial control. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. The overarching context for this syllabus is the real-world expectation that accounting provides real-time processing of transactions with a minimum of monthly and yearly reporting. Digital technologies are integral to accounting, enabling real-time access to vital financial information.

When students study this subject, they develop an understanding of the essential role accounting plays in the successful performance of any organisation. Students learn fundamental accounting concepts in order to develop an understanding of accrual accounting, managerial and accounting controls, internal and external financial statements, and ratio analysis. Students are then ready for more complex utilisation of knowledge, allowing them to synthesise financial and other information, evaluate accounting practices, solve authentic accounting problems and make and communicate recommendations.

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources. The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Accounting enrich the personal and working lives of students. Problem-solving and the use of authentic and diversified accounting contexts provide opportunity for students to develop an understanding of the ethical attitudes and values required to participate more effectively and responsibly in a changing business environment.

Pathways

Accounting is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce. As the universal language of business (Helliard 2013), Accounting provides students with a variety of future opportunities, enabling a competitive advantage in entrepreneurship and business management in many types of industries, both locally and internationally.

Prerequisites

A Sound Achievement (C or above) in Semester 2, year 10 Senior English Prep

A Sound Achievement (C or above) in year 10 General Mathematics Prep

AGRICULTURAL PRACTICES	General Subject	✘
	Applied Subject	✓
	VET Subject	✘
	QCE – Credit 4 Points	✓
	Prerequisite	No

Overview

Agricultural Practices provides opportunities for students to explore, experience and learn knowledge and practical skills valued in agricultural workplaces and other settings. Through these learning experiences, students build their understanding of expectations for work in agricultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to agricultural activities.

Agricultural Practices includes two areas of study, ‘Animal studies’ and ‘Plant studies’, which focus on building knowledge and skills suited to practical situations in agricultural workplaces. Schools decide whether to include one or both of the areas of study in their course of study. Learning in the selected areas of study is delivered through modules of work set in specific animal and plant contexts, such as poultry, vegetables or conservation areas.

‘Safety and management practices’ are embedded across both areas of study and focus on building knowledge and skills in working safely, effectively and efficiently in practical agricultural situations. These practices include skills needed to work effectively as an individual and as part of a team, to build relationships with peers, colleagues and wider networks, to collaborate and communicate appropriately with others, and to plan, organise and complete tasks on time. These skills are valued in all settings where people work together, and therefore position students for successful transition to work, training and other collaborative environments.

In the course of study, students learn the core topics for the included area/s of study and ‘Safety and management practices’, plus at least two elective topics by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4).

Pathways

A course of study in Agricultural Practices can establish a basis for further education, training and employment in agriculture, aquaculture, food technology, environmental management and agribusiness. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as agricultural shows.

BIOLOGY	General Subject	✓
	Applied Subject	✗
	VET Subject	✗
	QCE – Credit 4 Points	✓
	Prerequisite	Yes

Overview

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.

Biology aims to develop students’:

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

Biology is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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.

Prerequisites

A Sound Achievement (C or above) in Semester 2, year 10 Science Prep

A Sound Achievement (C or above) in Semester 2, year 10 General Maths Prep

BUSINESS	General Subject	✓
	Applied Subject	✗
	VET Subject	✗
	QCE – Credit 4 Points	✓
	Prerequisite	Yes

Overview

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic and real-life practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

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, processes 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.

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. Students evaluate strategies using criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

Pathways

Business is a General subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. The study of Business provides opportunities for students to pursue entrepreneurial pathways and a wide range of careers in the public, private and not-for-profit sectors. 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.

Prerequisites

A Sound Achievement (C or above) in 9/10 Business

A Sound Achievement (C or above) in Semester 2, year 10 General Maths Prep

CHEMISTRY	General Subject	✓
	Applied Subject	✗
	VET Subject	✗
	QCE – Credit 4 Points	✓
	Prerequisite	Yes

Overview

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

Chemistry aims to develop students’:

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

Pathways

Chemistry is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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.

Prerequisites

A Sound Achievement (C or above) in Semester 2, year 10 Science Prep

A Sound Achievement (C or above) in Semester 2, year 10 General Maths Prep

GENERAL ENGLISH	General Subject	✓
	Applied Subject	✗
	VET Subject	✗
	QCE – Credit 4 Points	✓
	Prerequisite	Yes

Overview

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts and non-literary texts
- skills to make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences
- enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
- creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

Pathways

English is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Prerequisites

A Sound Achievement (C or above) in Semester 2, year 10 English Prep

ESSENTIAL ENGLISH	General Subject	✘
	Applied Subject	✓
	VET Subject	✘
	QCE – Credit 4 Points	✓
	Prerequisite	No

Overview

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how the language they engage with positions them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts.

Pathways

Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

PHYSICAL EDUCATION	General Subject	✓
	Applied Subject	✗
	VET Subject	✗
	QCE – Credit 4 Points	✓
	Prerequisite	Yes

Overview

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

Pathways

Physical Education is a General subject suited to students who are interested in pathways that lead to tertiary studies, vocational education or work. 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.

Prerequisites

A High Achievement (B or above) in Semester 2, year 10 English Prep

A High Achievement (B or above) in Semester 2, year 10 Physical Education Prep

GENERAL MATHS	General Subject	✓
	Applied Subject	✗
	VET Subject	✗
	QCE – Credit 4 Points	✓
	Prerequisite	Yes

Overview

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops 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.

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. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

Pathways

General Mathematics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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.

Prerequisites

ESSENTIAL MATHS	General Subject	✘
	Applied Subject	✔
	VET Subject	✘
	QCE – Credit 4 Points	✔
	Prerequisite	No

A Sound Achievement (C or above) in Semester 2, year 10 General Maths Prep

Overview

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

Pathways

Essential Mathematics is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. 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 will 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.

MATH METHODS	General Subject	✓
	Applied Subject	✗
	VET Subject	✗
	QCE – Credit 4 Points	✓
	Prerequisite	Yes

Overview

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will 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. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

Pathways

Mathematical Methods is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Prerequisites

A Sound Achievement (C or above) in Semester 2, year 10 Math Methods Prep

PHYSICS	General Subject	✓
	Applied Subject	✗
	VET Subject	✗
	QCE – Credit 4 Points	✓
	Prerequisite	Yes

Overview

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.

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.

Physics aims to develop students’:

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

Physics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

Prerequisites

A Sound Achievement (C or above) in Semester 2, year 10 Science Prep

A Sound Achievement (C or above) in Semester 2, year 10 General Maths Prep

LEGAL STUDIES	General Subject	✓
	Applied Subject	✗
	VET Subject	✗
	QCE – Credit 4 Points	✓
	Prerequisite	Yes

Overview

Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue, examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system, and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

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.

Pathways

Legal Studies is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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 Legal Studies students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

Prerequisites

A Sound Achievement (C or above) in Semester 2, year 10 English Prep

GEOGRAPHY	General Subject	✓
	Applied Subject	✗
	VET Subject	✗
	QCE – Credit 4 Points	✓
	Prerequisite	Yes

Overview

Geography teaches us about the significance of ‘place’ and ‘space’ in understanding our world. These two concepts are foundational to the discipline, with the concepts of environment, interconnection, sustainability, scale and change building on this foundation. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others’ lives.

Pathways

Geography is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science. These pathways draw on the skills acquired through understanding and using spatial technologies.

Prerequisites

A Sound Achievement (C or above) in Semester 2, year 10 English Prep

ANCIENT HISTORY	General Subject	✓
	Applied Subject	✗
	VET Subject	✗
	QCE – Credit 4 Points	✓
	Prerequisite	Yes

Overview

Studying Ancient History can help us live more effectively as global citizens. To live purposefully, ethically and happily with others, we must be able to make wise decisions. Studying Ancient History can help us develop the knowledge, skills and values needed to make those decisions.

Through the study of Ancient History, we can understand how the peoples and achievements of the distant past have influenced the modern world. The study of early peoples and cultures can help us understand the processes of change and continuity that have shaped today's world, their causes, and the roles people have played in those processes. We develop these understandings through processes of critical inquiry, debate and reflection, and through empathetic engagement with the standpoint of others.

There is a special focus on values in historical studies where we encounter different values, investigate their origins and study their impact on human affairs. We begin to decide which values might guide us in building a more democratic, just and ecologically sustainable world for all people. Studies of the distant past are equally as valuable as those of the not so remote past, although the fragmentary nature of the existing evidence provides unique challenges for the candidate of Ancient History.

Most of the evidence has disappeared with time and the studies of Ancient History are influenced by the inevitable mystery surrounding these fragments of information. Determining the values and standpoints of ancient peoples from this limited and tantalising evidence is part of the unique nature of historical studies into the ancient past. In our everyday lives, including in our work, we need to understand situations, place them in a long-term perspective, identify causes of change and continuity, acknowledge the perspectives of others, develop personal values, make judgments and reflect on our decisions. These are the skills developed in a study of Ancient History. We also need the communication skills that are developed and practised in all phases of historical study.

Pathways

Studying Ancient History can lead to jobs in archaeology, history, education, psychology, sociology, law, business, economics and politics

Prerequisites

A High Achievement (B or above) in Semester 2, year 10 English Prep

A High Achievement (B or above) in Semester 2, year 10 History or Humanities Prep.

ENGINEERING SKILLS	General Subject	x
	Applied Subject	✓
	VET Subject	x
	QCE – Credit 4 Points	✓
	Prerequisite	Yes

Overview

The engineering manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia, as one of the most developed economies in the world, has strong manufacturing industries that provide employment for many people.

The Engineering Skills subject focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

The subject includes two core topics — ‘Industry practices’ and ‘Production processes’. Industry practices are used by manufacturing enterprises to manage the manufacturing of products from raw materials. Production processes combine the production skills and procedures required to create products. Students explore the knowledge, understanding and skills of the core topics through selected industry-based electives in response to 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. The majority of learning is done through manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

By doing manufacturing tasks, students develop transferable skills relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret specifications, including technical drawings, demonstrate and apply safe practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

Pathways

A course of study in Engineering Skills can establish a basis for further education and employment. With additional training and experience, potential employment opportunities may be found in engineering trades as, for example, a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

Prerequisites

A Sound Achievement (C or above) in Semester 2, year 10 Industrial Technology

FURNISHING SKILLS	General Subject	✘
	Applied Subject	✓
	VET Subject	✘
	QCE – Credit 4 Points	✓
	Prerequisite	Yes

Overview

The furnishing manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia, as one of the most developed economies in the world, has strong manufacturing industries that provide employment for many people.

The Furnishing Skills subject focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities. The furnishing industry comprises a wide range of fields, including soft furnishing, commercial and household furniture-making, cabinet-making and upholstery. Furnishing products can be manufactured from a range of materials such as textiles, timber, polymers, composites and metals. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

The subject includes two core topics — ‘Industry practices’ and ‘Production processes’. Industry practices are used by manufacturing enterprises to manage the manufacturing of products from raw materials. Production processes combine the production skills and procedures required to create products. Students explore the knowledge, understanding and skills of the core topics through selected industry-based electives in response to 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. The majority of learning is done through manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

By doing manufacturing tasks, students develop transferable skills relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret specifications, including information and drawings, demonstrate and apply safe practical production processes with hand/power tools and equipment, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Prerequisites

A Sound Achievement (C or above) in Semester 2, year 10 Industrial Technology

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INDUSTRIAL GRAPHICS SKILLS	General Subject	x
	Applied Subject	✓
	VET Subject	x
	QCE – Credit 4 Points	✓
	Prerequisite	No

Overview

Manufacturing industries transform raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia, as one of the most developed economies in the world, has strong manufacturing industries that provide employment for many people.

The Industrial Graphics Skills subject focuses on the underpinning industry practices and drafting processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing. It provides a unique opportunity for students to experience the challenge and personal satisfaction of producing technical drawings and models while developing beneficial vocational and life skills.

The subject includes two core topics — ‘Industry practices’ and ‘Drafting processes’. Industry practices are used by manufacturing enterprises to manage the manufacturing of products from raw materials. Drafting processes combine drawing skills and procedures with knowledge of materials and tools to produce industry-specific technical drawings. Students explore the knowledge, understanding and skills of the core topics through selected industry-based electives in response to 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. The majority of learning is done through 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.

By doing drafting and modelling tasks, students develop transferrable skills relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret technical 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.

Pathways

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.

MUSIC	General Subject	✓
	Applied Subject	✗
	VET Subject	✗
	QCE – Credit 4 Points	✓
	Prerequisite	Yes

Overview

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.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world.

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

Pathways

Music is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology. The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Music develop transferable 21st century skills essential for many areas of employment. Specifically, the study of Music helps develop creative and critical thinking, collaboration, ICT skills, social/personal skills and communication — all of which is sought after in modern workplaces.

Tertiary studies, vocational education or work experience in the area of music can lead to and benefit careers in diverse fields such as:

- arts administration and management, e.g. artist manager, arts administrator, booking agent, copyright/royalties manager, music accountant, orchestra manager, production music manager, record producer, studio manager, tour manager, venue manager
- communication, e.g. music copyist, music editor, music librarian, print music manager, sound archivist
- education, e.g. arts educator, instrumental teacher, studio teacher, university music academic
- creative industries, e.g. backing musician, composer, conductor, creative entrepreneur, instrument repairer, music director, performer, presenter, recording engineer, stage manager
- public relations, e.g. creative director, music lawyer, music merchandiser
- science and technology, e.g. music therapist, music video clip director, new media artist, producer, programmer, sound designer.

MUSIC IN PRACTICE	General Subject	x
	Applied Subject	✓
	VET Subject	x
	QCE – Credit 4 Points	✓
	Prerequisite	Yes

Prerequisites

A Sound Achievement (C or above) in Semester 2, year 10 or AMEB Gr 2 Theory

Overview

In Music in Practice, students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They gain practical, technical and listening skills and make choices to communicate in and through their music. Through the music activities of composing, performing and responding, they apply techniques, processes and skills, individually and in groups, to express music ideas that serve particular functions and purposes. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician. Preparation for the workplace is further enhanced by fostering a positive work ethic, teamwork and project management skills. The syllabus provides the flexibility for schools to cater for students with interests in career, industry or technical aspects of music, and for those with interests in performance-based and creative aspects.

Involvement in music making, becoming part of music and arts communities and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and work to express music ideas of personal significance. The discipline and commitment of music-making provides opportunity for personal growth and the development of lifelong learning skills. It helps build students' self-esteem, resilience and personal motivation, and allows them to refine time management and collaborative teamwork skills in activities that reflect the real-world practices of composers, performers and audiences.

Pathways

A course of study in Music in Practice can establish a basis for further education and employment by giving students the knowledge and skills that should enhance their employment prospects in the music industry in areas such as performance, critical listening, music management and music promotions. With additional training and experience, potential employment opportunities may include musician, band or recording group member, music journalist, media composer, DJ, sound or studio engineer, songwriter or arranger, music sales and merchandising staff, record producer, concert promoter, entertainment manager, tour manager or music director.

Prerequisites

A Sound Achievement (C or above) in Semester 2, year 10 or AMEB Gr 2 Theory

DRAMA	General Subject	✓
	Applied Subject	✗
	VET Subject	✗
	QCE – Credit 4 Points	✓
	Prerequisite	Yes

Overview

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

The objectives of the Drama course are to develop students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. The unique learning that takes place in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

A course of study in Drama establishes a basis for further education and employment across many fields, both inside the arts and culture industries and beyond. The knowledge, understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

Pathways

Drama is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Drama can establish a basis for further education and employment in the field of drama and to broader areas in creative industries and cultural institutions.

The demand for creativity in employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Drama develop transferable 21st century skills essential for many areas of employment. As people are asked to think innovatively and differently, unconventionally and from new perspectives, the role of 'the creative' across many workplaces is increasingly in demand. Diverse pathways may include fields such as psychology, social work, counselling, law, journalism and human relations.

Prerequisites

A Sound Achievement (C or above) in Semester 2, year 10 Drama

DRAMA IN PRACTICE	General Subject	x
	Applied Subject	✓
	VET Subject	x
	QCE – Credit 4 Points	✓
	Prerequisite	No

Overview

Drama exists wherever people present their experiences, ideas and feelings through re-enacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in.

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. As students gain practical experience in a number of onstage and offstage roles, including actor/performer, designer, scriptwriter, director, stage technician, publicity manager and stage manager, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

In Drama in Practice, students explore and engage with two core topics of study — ‘Dramatic principles’ and ‘Dramatic practices’ — as they participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience. Individually and in groups, they shape and express dramatic ideas of personal and social significance that serve particular purposes. They identify and follow creative and technical processes from conception to realisation, which fosters cooperation and creativity, and helps students develop problem-solving skills and gain confidence and self-esteem.

The Drama in Practice syllabus recognises that the needs and interests of students vary considerably. Through a broad range of electives, schools are given the flexibility to cater for students with interests in the design and technical production aspects of drama and theatre, as well as those with interests in performance.

Pathways

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions. With additional training and experience, potential employment outcomes may include actor/performer, stage

VISUAL ART	General Subject	✓
	Applied Subject	✗
	VET Subject	✗
	QCE – Credit 4 Points	✓
	Prerequisite	Yes

director, scriptwriter, lighting or sound designer, theatre technician, properties manager, stage manager, tour manager, producer, costume designer, venue manager or marketing and promotions manager.

Overview

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.

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. Visual Art equips students for a future of unimagined possibilities as they develop highly transferable communication skills and the capacity for global thinking. Visual Art encourages students to reflect on and appreciate multiple perspectives and philosophies, and to confidently and creatively contribute and engage in all facets of society to sustain our diverse Australian culture.

Pathways

Visual Art is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject.

VISUAL ART IN PRACTICE	General Subject	x
	Applied Subject	✓
	VET Subject	x
	QCE – Credit 4 Points	✓
	Prerequisite	No

The processes and practices of Visual Art, such as self-directed learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity.

Prerequisites

A Sound Achievement (C or above) in Semester 2, year 10 Art

Overview

Visual Arts in Practice foregrounds the role visual arts plays in the community and how students may become involved in community arts activities. This subject focuses on students engaging in art-making processes and making virtual or physical visual artworks for a purpose. This occurs in two to four of the following areas — 2D, 3D, digital and 4D, design, and craft. Students may create images, objects, environments or events to communicate aesthetic meaning. The aesthetic meaning will be conveyed in response to a particular purpose and for a particular audience. While this will always be personal, the student may also be asked to consider, use or appropriate aesthetic qualities from various sources, cultures, times and places. Students’ perspectives and visual literacies are shaped by these aesthetic considerations when creating communications and artworks.

In each area of study they undertake, students of Visual Arts in Practice develop and apply knowledge, understanding and skills from three core topics — ‘Visual mediums, technologies and techniques’, ‘Visual literacies and contexts’ and ‘Artwork realisation’.

In ‘Visual mediums, technologies and techniques’, students explore and apply the materials, technologies and techniques used in art-making both individually and in groups to express ideas that serve particular purposes. They examine how visual arts may be a vocation and identify vocationally transferable visual art skills. They investigate and apply display and curatorial skills. They will learn and apply safe visual art practices.

When students engage in subject matter from ‘Visual literacies and contexts’, they interpret, negotiate and make meaning from information presented in the form of visual texts. They use information about design elements and principles to influence their own aesthetic and guide how they view others’ works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

In ‘Artwork realisation’, students are asked to reflect on both their own and others’ art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks.

MEDIA ARTS IN PRACTICE	General Subject	x
	Applied Subject	✓
	VET Subject	x
	QCE – Credit 4 Points	✓
	Prerequisite	Yes

Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in fields of design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

Overview

Media Arts in Practice gives students opportunities to create and share media artworks that convey meaning and express insight. Media artworks respond to individual, group or community needs and issues, within a variety of contexts and for a variety of purposes. Through media art-making processes and practices, students develop self-knowledge through self-expression, provide commentary or critique, explore social, community and/or cultural identity, and develop aesthetic skills and appreciation.

Students of Media Arts in Practice develop knowledge, understanding and skills from three core topics — ‘Media technologies’, ‘Media communications’ and ‘Media in society’. These core topics are embedded in, and explored through, electives that provide the flexibility to accommodate current and emerging technologies and the diverse interests and abilities of students.

This syllabus focuses on the role media arts plays in the community and creating opportunities for student engagement with school and/or local community arts activities. Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. Through the creation of written, visual, auditory and interactive texts, students express meaning in a variety of contexts, and gain an appreciation of how media communications connect ideas and purposes with audiences. Students use their knowledge and understanding of design elements and principles to guide the development of their own aesthetic tastes, and to engage with or evaluate others’ works. They also learn to evaluate and reflect on their own and others’ art-making processes and aesthetic choices.

The Media Arts in Practice syllabus explores the role of the media in reflecting and shaping society’s values, attitudes and beliefs. Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices. They are given the necessary knowledge, understanding and skills required for emerging careers in a dynamic, creative and global industry that is constantly adapting to new technologies.

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in the fields of advertising and marketing, publishing, web design, television and filmmaking, animation and

CERTIFICATE II IN RURAL OPERATIONS	General Subject	✘
	Applied Subject	✘
	VET Subject	✓
	QCE – Credit 4 Points	✓
	Prerequisite	No

gaming, photography, curating, 3D and mobile application design, concept art and digital illustration. It can also establish a basis for self-employment and self-driven career opportunities.

Overview

Axiom College's AHC32816 Certificate III in Rural Operations aims to provide the skills and knowledge students need to gain employment in the rural industry.

Course Training Plan

Unit Code	Unit Name
AHCPCM301	Implement a plant nutrition program
AHCTRF303	Implement a grassed area maintenance program
AHCCHM303	Prepare and apply chemicals
AHCWHS301	Contribute to work health and safety processes
AHCNSY306	Implement a propagation plan
AHCPGD301	Implement a plant establishment program
AHCPMG302	Control plant pests, diseases and disorders
AHCTRF304	Monitor turf health
AHCPMG301	Control weeds
AHCPCM303	Identify plant specimens
AHCCHM304	Transport and store chemicals
AHCPCM302	Provide information on plants and their culture
AHCSOL303	Implement soil improvements for garden and turf areas
AHCWRK309	Apply environmentally sustainable work practices
AHCMOM203	Operate basic machinery and equipment

CERTIFICATE II IN HOSPITALITY	General Subject	✘
	Applied Subject	✘
	VET Subject	✔
	QCE – Credit 4 Points	✔
	Prerequisite	No
AHCMOM304	Operate machinery and equipment	

*Please note there may be fees associated with this program.

Overview

Axiom College's SIT20616 Certificate II in Hospitality aims to provide you with the essential skills and knowledge to join the hospitality industry in an entry level position. Learn how to work effectively in the hospitality industry, implement food safety procedures, prepare and present sandwiches, provide responsible service of alcohol, coaching others in job skills, interact with customers and work in a team environment.

Course Training Plan

Unit Code	Unit Name
SITTIND001	Source and use information on the tourism and travel industry
SITXCCS003	Interact with customers
SITXCOM002	Show social and cultural sensitivity
SITXWHS001	Participate in safe work practices
SITXCOM001	Source and present information
SITXCCS001	Provide customer information and assistance
BSBCMM201	Communicate in the workplace
BSBWOR203	Work effectively with others
BSBSUS201	Participate in environmentally sustainable work practices
SITXFSA001	Use hygienic practices for food safety
SITHFAB002	Provide responsible service of alcohol
BSBWOR203	Work effectively with others
SITXHRM001	Coach others in job skills
SITHIND002	Source and use information on the hospitality industry
SITXCCS006	Provide service to customers
SITHIND004	Work effectively in hospitality service
SITHIND001	Use hygienic practice for hospitality service

CERTIFICATE II IN OUTDOOR RECREATION & CERTIFICATE III IN FITNESS	General Subject	✘
	Applied Subject	✘
	VET Subject	✔
	QCE – Credit	12 Points
	Prerequisite	No
SITHIND003	Use hospitality skills effectively	
CPPCLO2009A	Clean glass surfaces	
CPPCLO2019A	Sort and remove waste and recyclable materials	
SITHFAB004	Prepare and serve non-alcoholic beverages	

*Please note there may be fees associated with this program.

Overview

Binnacle Training's Dual Qualification Certificate III in Fitness (SIS30315) and Certificate II in Sport and Recreation (SIS20115). Students gain the entry-level skills required of a Fitness Professional. Students deliver fitness programs within their school community. This program includes First Aid & CPR and provides a pathway into Certificate IV in Fitness.

The Program include:

- Community fitness program
- Strength and conditioning for athletes and teams
- Group fitness
- Personal training adults (e.g. teachers and other staff)

Course Training Plan

Unit Code	Unit Name
HLTWHS001	Participate in workplace health and safety
BSBRK401	Identify risk and apply risk management processes
BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control
SIXEMR001	Respond to emergency situations
SISFFIT011	Instruct approved community fitness programs
SIXCAI002	Assist with activity sessions
BSBWOR202	Organise and completed daily work activities
SIXCCS001	Provide quality service
SIXFAC001	Maintain equipment for activities
SIXIND001	Work effectively in sport, fitness and recreation environments
SIXIND002	Maintain sport, fitness and recreation industry knowledge
FSKLRG11	Use routine strategies for work-related learning
SISFFIT001	Provide health screening and fitness orientation

CERTIFICATE III IN BUSINESS	General Subject	✘
	Applied Subject	✘
	VET Subject	✔
	QCE – Credit	8 Points
	Prerequisite	No
SISFFIT003	Instruct fitness programs	
SISFFIT004	Incorporate anatomy and physiology principles into fitness programming	
SISFFIT006	Conduct fitness appraisals	
SISFFIT002	Recognise and apply exercise considerations for specific populations	
SISFFIT005	Provide healthy eating information	
SISFFIT014	Instruct exercise to older clients	
HLTAID003	Provide First Aid	

*Please note there may be fees associated with this program.

Overview Binnacle Training’s Certificate III in Business (BSB30115) allows students apply a range of administrative tasks including using spreadsheets, maintaining information, organisation of tasks, communication and financial literacy. Students develop key enterprise skills including leadership and innovation, customer service, personal management and financial literacy –through project-based learning.

Projects may include:

- ASX Sharemarket Game
- R U OK? Mental Health Awareness Week – Team Project
- \$20 Boss Entrepreneurship Program
- First Business – Financial Literacy

Course Training Plan

Unit Code	Unit Name
BSBWOR301	Organise personal work priorities and development
BSBLED301	Undertake eLearning
BSBFLM312	Contribute to team effectiveness
BSBWHS302	Apply knowledge of WHS legislation in the workplace
BSBITU314	Design and produce spreadsheets
FNSFLT401	Be Money Smart through a career in small business
BSBITU314	Design and produce spreadsheets
FNSFLT301	Be MoneySmart
FNSFLT205	Develop knowledge of the Australian financial system and markets

IMPORTANT TERMS & INFORMATION

BSBITU312	Create electronic presentations
ICTWEB201	Use social media tools for collaboration and engagement
BSBPRO301	Recommend products and services
BSBCUS301	Deliver and monitor a service to customers
BSBWRT301	Write simple documents
BSBITU306	Design and produce business documents

*Please note there may be fees associated with this program.

Earning in Full-time Work

Students can participate in full-time work as paid employees. If they cease employment before turning 17 then they must return to learning or a training pathway.

Queensland Certificate of Education (QCE)

The traditional full-time study for a QCE where students attend school and study subjects from QCAA syllabuses for either their full or partial learning commitments. Students seeking a university career path generally select this pathway and seek ATAR eligibility.

Queensland Curriculum Assessment Authority (QCAA)

This organisation is an independent statutory authority that has the legal authority and responsibility in Queensland to achieve the following: issue the QCE; write syllabi for school subjects and study area specifications; accredit school work programs; monitor student achievement; develop and conduct the QCS; calculate ATARs and FPs; and make tertiary place offers. (www.qcaa.qld.edu.au)

School Based Apprenticeships and Traineeships (SATs)

These involve students in formal training agreements with an employer and a Registered Training provider.

Students are paid award rates for the industry that the traineeship is established in. They involve a weekly attendance at the workplace and some work during school holiday periods.

At school, subjects are studied in conjunction with a study program for the Traineeship or Apprenticeship, which is provided by the Registered Training Provider selected by the employer. Block release to a RTO may also be required.

Applied Syllabuses

These are applied subjects that have some modules from Certificate Level 1 or 2 courses embedded in them. Selecting a course with SASs will provide learning, which may be used as part of a TAFE course for a Certificate Level 1 or 2 through Recognition of Prior Learning provisions.

Students who take a SAS subject may also be expected to participate in Structured Work Place Learning to meet the industry experience elements of their courses.

Structured Work Place Learning

This is unpaid training in a work site or work sites which provides students with experience in particular industry fields.

This can be utilised to establish the viability for a student to take on a School Based Traineeship or Apprenticeship. Structured Work Place Learning is negotiated between the school, the employer/s, the students and their family and the student is placed for a set period of time with a formal agreement signed between the parties in the same manner as the Work Experience Agreement you will already be familiar with.

Structured Work Place Learning

Learning can be during school time, vacation time or the students other time and is often a combination of all. Students will complete a training log and can have their competencies recognized as part of a traineeship if they enter a traineeship at a future time.

Direct enrolment

Direct enrolment is a Certificate I, II or III course provided by TAFE or a Registered Training Organisation. Students can directly enrol in courses in their own time or through a negotiated component of their SET Plan.

Post Year 12 Tertiary options

Students will need to be as fully informed as possible about post school options and procedures for entry to further tertiary learning. You are advised to seek as much information as possible from:

- Subject information listed in this booklet
- The QTAC book "Queensland Tertiary Courses".
- The Guidance Officer
- Head of Department (Senior Secondary)
- Teachers (a source of information about particular subjects)
- Myfuture website
- The Job Guide
- Individual University and RTO providers handbooks and websites