



CHANCELLOR
STATE COLLEGE

The best we can be

2026

Year 10

Pathways Selection Handbook

CARE COURTESY COOPERATION COMMITMENT CHALLENGE



Welcome to our Senior School Pathways

Our Year 10 framework offers students a transition into their senior school pathways. The framework aligns to the Australian Curriculum and its impact on the Senior Learning Phase.

The Year 10 program is focused on two main goals. Firstly, to create an educational framework that offers the best preparation for every student for their future. Our second and equally important goal is to provide multiple, flexible and individualised pathway options that enable each student to find challenge, success and fulfilment, with exiting qualifications that give every individual a positive outcome within our senior pathway.

Chancellor State College offers students a broad range of pathway options throughout their senior phase of learning. Options available to students include:

- ACARA (Year 10) and General and Applied subjects as per the Queensland Curriculum and Assessment Authority (QCAA)
- Certificate I, II and III courses delivered on campus
- School-based apprenticeships or traineeships (SAT)
- Work Experience
- TAFE and external RTO offerings – Certificate II, III and IV and Diploma
- University courses (e.g., USC – Headstart, CQU – SUN) from Semester 2, Year 10

Chancellor State College's part in the educational precinct has created productive and evolving relationships with the University of the Sunshine Coast (USC), a strong relationship with the Sunshine Coast Institute of TAFE and positive links with other learning providers. These partnerships expand the real-life opportunities and experiences for our students.

We welcome each family to this exciting and challenging Senior Phase of Learning. We are confident that the award-winning integrated curriculum that is provided through the primary years to the completion of our middle years at Chancellor is creating independent, responsible and dynamic learners. We have aligned our teaching to the world's best practice and are confident that the professionalism of our teachers, combined with the professional development framework available at Chancellor, provides students with teaching and learning processes that meet the demands of future opportunities for students. Quality teaching underpins our curriculum framework as an essential aspect of our planned success for students.

We look forward to supporting your child to be the "best they can be" in this next phase of their learning journey.

Yours sincerely

Brad Roberts
Executive Principal

Greg Prestwidge
Principal
Secondary Campus

Philippa Walker
Deputy Principal

Crystal Caton
Deputy Principal

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Year 10 Curriculum Pathway

1. Year 10 students transition into the Senior Schooling pathway in preparation for their QCE/QCIA pathway in Years 11 and 12. Some students will continue to an ATAR pathway where a final score is calculated by QTAC, where others will choose a Future Skills pathway.
2. All students will study English, Humanities, Mathematics and Science for the year. The choice of English, Humanities, Mathematics and Science strands will be determined by Year 9 results to best suit individual student needs and future pathways. These placements will be monitored over the year and class allocation may change from time to time to best meet student needs. Based on the needs of the cohort, we begin to tailor classes in preparation for pathways into Year 11 and 12 subjects.
3. Students will then choose **two (2)** electives to be studied for the year. Changes at the end of the semester may be negotiated depending on educational rationale and availability of placement. Students need to carefully consider subject choices with the Guidance Officer, Administration and/or parents when considering *electives* and any changes to electives. Subject choice is provided, within the limitations of school staff, facility resourcing and student demand. The school administration in consultation with students and parents may consider alternate learning arrangements though Distance Education, Virtual Schooling or other educational providers depending on negotiated student needs.
4. During Year 10, the senior schooling team will work with students to provide degrees of flexibility within the timetable to initiate workplace learning options and alternate learning options. Students will be able to begin negotiating work experience, traineeships / apprenticeships, external certificate qualifications and University course as per their individual needs. This flexibility also applies to students in Year 11 and 12 as they continue to define their future pathways. Chancellor SC has extensive connections with business and industry in the community and students may apply for placements when advertised or alternately work with the school industry liaison officer to source their own placements.

Choosing Year 10 Pathways

During the Junior Secondary years, students have experienced specialisation through electives based on interest, abilities and future career goals.

WHEN CHOOSING YEAR 10 SUBJECTS

Make a decision about a combination of subjects that suits your future requirements, abilities and interest.

Choose subjects you enjoy!

We usually put more effort into a subject or activity we enjoy.
Choose subjects that hold your interest.

Continue subjects you have done well in.

Previous success in a subject usually gives you a head start in tackling work at a more advanced level. Build on your strengths!

Choose subjects that keep your career options open and will help you reach career goals.

(Seek guidance from parents, teachers or Guidance Officer).

Choose a broad range of subjects.

A wide subject choice will give you a sound and balanced education. It also develops interests in many areas some of which you may like to specialise in later, keeping your options more flexible.



DON'T LOOK FOR EASY OPTIONS

Don't choose a subject just to stay with a friend.

Don't choose a subject because its name sounds good.

*Don't choose a subject just because
someone else suggested doing it.*

ALL SUBJECTS HAVE VALUE

Offerings in the Senior School

This framework continues to review each year based on the development of the curriculum and interests of students.

YEAR 9	YEAR 10	YEAR 11 AND 12	
		GENERAL SUBJECTS	APPLIED / VET SUBJECTS
Mathematics	Extension Mathematics	Specialist Mathematics	
		Mathematical Methods	
	Core Mathematics	General Mathematics	
	Essential Mathematics		Essential Mathematics
	Numeracy Short Course (Select students)		Numeracy short course (select students)
English	Core English	English	
	Literature	Literature	
	Essential English		Essential English
Science	Extension Science	Chemistry	
		Physics	
		Biology	
	Core Science	Marine Science	
		Psychology	
	Foundation Science (Select students)		Science in Practice
			Aquatic Practices
	Engineering	Engineering	Certificate II in Engineering Pathways
			Certificate II in Manufacturing Technology
Humanities	Humanities	Modern History	
		Ancient History	
		Legal Studies	
		Geography	
		Economics	
		Aboriginal and Torres Strait Islander Studies	
	Foundation Humanities (Select students)		Social and Community Studies
Business Studies	Business Studies	Business	Certificate III in Business Diploma of Business
	Certificate II in Workplace Skills		
Design and Manufacturing Technology	Design Technologies	Design	Certificate II in Manufacturing Technology
	Design Manufacturing		Certificate II in Engineering Pathways
			Industrial Graphics Skills
			Furnishing Skills
Food Technology	Certificate I Hospitality		Hospitality Practices (Applied) Certificate II in Tourism & Certificate III in Events
Health and Wellbeing	HPE	Physical Education	Certificate III in Fitness
	Sport and Recreation		
	Health	Health	Certificate III in Sport and Recreation
			Sport and Recreation (Applied)
Creative Industries	Drama	Drama	Visual Arts in Practice
	Media Arts	Film, Television and New Media	
	Art	Visual Art	
	Music	Music	
	Dance	Music Extension (Yr 12)	
Japanese	Japanese	Japanese	
			Certificate III in Early Childhood Education and Care

This is an indication of offerings only and is subject to change based on student numbers and staff.

Process of Pathways Selection

1. Students will receive a Pathways Financial Commitment Form and key information.
2. Students will complete the Pathway selection on the OneSchool website <http://oslp.eq.edu.au>. This will be signed by the parent/guardian. Pathways Selection Handbooks are available on the College website. Students may also consider prerequisites for Year 11 selections.
3. Students may seek counselling from care teachers, Administration members and our Guidance Officers to ensure they create a “balanced” program of study that maximises future options.
4. The pathways selection form **must** be entered into OneSchool by the **due date**. (*Placements* will be considered on the *number* allocation of individual returns.)
5. Course availability will depend on the balance of student demand, teacher availability and resource availability.

REMEMBER: Please ask for assistance if you are unsure

Key contacts for any queries regarding pathways selection are:

Deputy Principal – Year 10 & VET
Guidance Officers
Head of Department – VET & Year 10
Head of Department – Industrial Technology & Design
Head of Department – Science and Engineering
Head of Department – Mathematics
Head of Department – Enterprise and Innovation
Head of Department – English
Head of Department – Global Schooling and Languages
Head of Department – Humanities
Head of Department – Health & Performance
Head of Department – Creative Industries

Subject Fees

Some subjects require extra funding to operate in addition to that provided by the Student Resource Scheme and government grants. It is College policy for such fees to be paid as advised in the Subject Selection and Financial Commitment form.

Subject fees for students who undertake a VET Certificate in partnership with an external provider will not be refunded once the transfer of funds has occurred from the College to the external provider.

Please note: Subject fees must be paid for entry into subjects.

UNIQUE STUDENT IDENTIFIER

As of January 1, 2015, the Australian Government has mandated that students undertaking nationally recognised training delivered by a registered training organisation will need to have a Unique Student Identifier (USI).

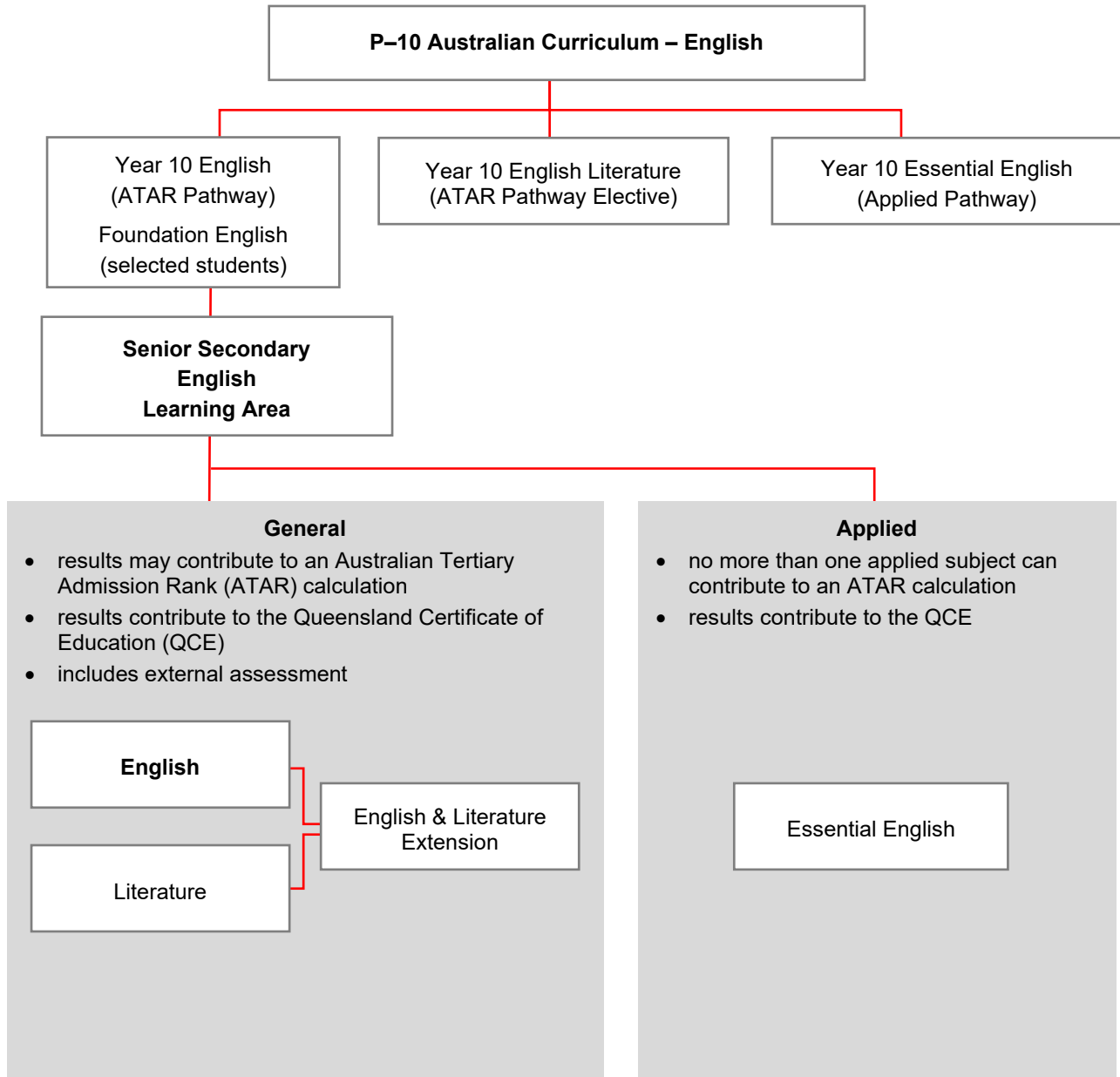
The USI will allow students access to a USI account which will contain all of their nationally recognised training records and results from 1 January 2015 onwards. Students will have access to all information within this account throughout their life.

What this means is that any student enrolled in a Certificate I, II or III at Chancellor State College, must register and create a USI which must be passed onto the College during the subject selection process. Chancellor State College is then required by law to verify your USI before we can issue you with a statement of attainment or certificate.



SUBJECT PATHWAYS

Pathways for English Education



Foundation English is for identified students.

Essential English begins in Semester 2 as a pathway to the applied subject.

The subject of Literature can be studied as a single English option or alongside English (general) and English & Literature Extension (Year 12 only).



English - ENG

About the Subject

Drawing on Senior English concepts and genres, this program provides students with the necessary literacy skills for their future studies. The course recognises the multi-literate world that students are entering and develops their practical and critical abilities to engage with this world. Over the course of the year, students will have the opportunity to extend and enhance their English skills of reading, writing, speaking and viewing by engaging with a variety of texts, contexts and concepts.

English is suitable for students who maintain results of a C sound level or above with the intention of taking English in Year 11. Students who excel and show a strong interest in this course have the options of choosing the subjects of Literature.

COURSE STRUCTURE

Across Year 10, students will study units studying the following text types:

- Media
- Novel
- Short Stories
- Film
- Plays (Shakespeare)

ASSESSMENT TECHNIQUES

Responding to oral, written and multimodal texts

Creating oral, written and multimodal texts

Please note – written and oral tasks are valued equally in senior English and therefore students must complete both to a satisfactory standard.

SPECIAL REQUIREMENTS

Excursions and visiting experts are components of this program and may therefore incur associated costs.

Students are expected to maintain results of C sound level or above to remain in this course. A review of student results will be undertaken at the end of Semester 1 to identify suitability of students for preparation into Senior English in Year 11. Results in 11 and 12 contribute towards ATAR calculations, QCE and include external assessment.

Laptops will be used in this course. It is compulsory for students choosing this subject to attend every lesson with a laptop. For minimum laptop requirements, refer to the document "Laptops at Chancellor State College" under Related links on the College website.

<https://chancellorsc.eq.edu.au/Extracurricular/Computerandinternet/Pages/Computerandinternet.aspx>

Pathways

A course of study in English allows students to acquire specialist English knowledge and skills that underpin development and lead to further study in English and other disciplines.

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Dealing with life's questions and challenges: Stories of belonging	Dealing with life's questions and challenges: Stories of resilience	Shaping perspectives and cultural assumptions: Shakespeare – <i>Romeo and Juliet</i>	Shaping perspectives and cultural assumptions: Sustainable Practices
Extended Written Response – Imaginative Short Story	Extended Written Response – Analytical Essay	Examination – Extended Written Response – Analytical Essay	Extended multimodal response – Persuasive Speech

Additional Materials or Excursions - NIL



English Literature - EGL

About the Subject

Literature 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 Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts. The subject of Literature can be studied as a single English option.

COURSE STRUCTURE

Across Year 10, students will study units studying the following text types:

- Media
- Novel
- Short Stories
- Film
- Plays (Shakespeare)

ASSESSMENT TECHNIQUES

- Responding to oral, written and multimodal texts
- Creating oral, written and multimodal texts

Please note – written and oral tasks are valued equally in senior Literature and therefore students must complete both to a satisfactory standard.

SPECIAL REQUIREMENTS

Excursions and visiting experts are components of this program and may therefore incur associated costs. Students are expected to maintain results of C sound level or above to remain in this course. A review of student results will be undertaken at the end of Semester 1 to identify suitability of students for preparation into Senior English studies in Year 11. Results in 11 and 12 contribute towards ATAR calculations, QCE and include external assessment.

Laptops will be used in this course. It is compulsory for students choosing this subject to attend every lesson with a laptop. For minimum laptop requirements, refer to the document “Laptops at Chancellor State College” under Related links on the College website.

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Pathways

A course of study in Literature allows students to acquire specialist Literature knowledge and skills that underpin development and lead to further study in Literature and other disciplines.

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Dealing with life's questions and challenges: Gothic Fiction	Dealing with life's questions and challenges: First Nations Texts	Shaping perspectives and cultural assumptions: Shakespeare – <i>Romeo and Juliet</i>	Shaping perspectives and cultural assumptions: Shakespeare – <i>Romeo and Juliet</i> adaptations
Extended Written Response – Imaginative Short Story	Extended Written Response – Analytical Essay	Examination – Extended Written Response – Analytical Essay	Extended spoken/signed Response – Imaginative Monologue.



Essential English - EEN

About the Subject

COURSE OVERVIEW

Essential English focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in many contemporary contexts including every day, community, social, further education, training and workplace contexts. Essential English is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways focused more towards futures and vocational learning.

The subject develops students' language, literacy and literary skills to enable students to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

Essential English is suitable for students who are intending on vocational pathways and studying senior pathway English Essentials in Year 11 and 12.

COURSE STRUCTURE

Across Year 10, students will study focused on the following texts: Media, Film, Novels and Short Stories.

ASSESSMENT TECHNIQUES

- Responding to oral, written and multimodal texts
- Creating oral, written and multimodal texts

Please note – written and oral tasks are valued equally in senior Essential English and therefore students must complete both to a satisfactory standard.

SPECIAL REQUIREMENTS

Excursions and visiting experts are components of this program and may therefore incur associated costs.

Essential English is an applied subject. No more than one applied subject can contribute to an ATAR calculation; results contribute to QCE. Laptops will be used in this course. It is compulsory for students choosing this subject to attend every lesson with a laptop. For minimum laptop requirements, refer to the document "Laptops at Chancellor State College" under Related links on the College website.

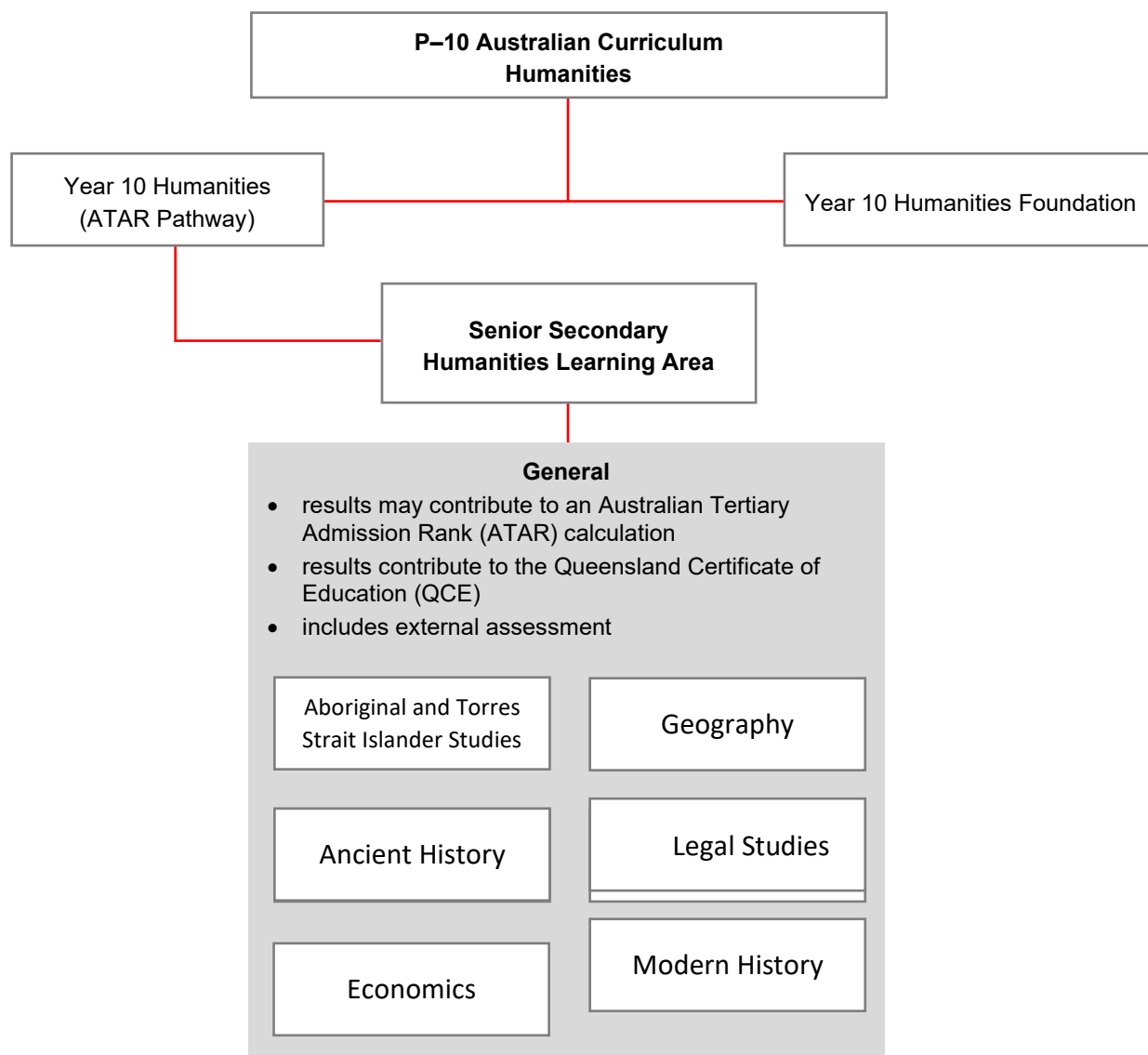
<https://chancellorsc.eq.edu.au/Extracurricular/Computerandinternet/Pages/Computerandinternet.aspx>.

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Dealing with life's questions and challenges: Stories of resilience and belonging	Dealing with life's questions and challenges: Stories of resilience and belonging	Shaping perspectives and cultural assumptions: Film Study	Shaping perspectives and cultural assumptions: Social injustice
Extended Written Response – Imaginative Picture book	Extended Written Response – Analytical Essay	Examination – Short Written Response – Analytical Paragraphs	Extended spoken/signed response – Persuasive Podcast



Pathways for Humanities Education



Humanities Foundation is for identified students.



HUMANITIES – HUM

About the Subject

Humanities is the study of human behaviour and interaction in social, cultural, environmental, economic, and political contexts. Humanities provides a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century. Through studying Humanities, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.

In the Australian Curriculum, the Humanities and Social Sciences learning area comprises of four strands: History, Geography, Economics and Business, and Civics and Citizenship.

Students will be exposed to relevant content and skills that will prepare them for the Senior Humanities subjects: Aboriginal and Torres Strait Islander Studies, Ancient History, Economics, Geography, Legal Studies, Modern History, and Social and Community Studies.

SPECIAL REQUIREMENTS

Excursions are a component of this program and may incur associated costs.

COURSE STRUCTURE

In Year 10, students will undertake units of work covering each of the Humanities strands.

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Economics This unit focuses on productivity, growth and living standards within a national context. Students investigate a range of factors that influence individual, financial and economic decision-making. They examine the government's management of the economy to improve economic growth and living standards.	Geography This unit focuses on global, national and local differences in human wellbeing between places, measures of human wellbeing, and the causes of global inequalities. Students consider the spatial differences in wellbeing within and between countries, and programs designed to reduce the gap between differences in living standards.	History 1 The Year 10 History curriculum provides a study of the the modern world and Australia from 1918 to the present, with an emphasis on its global context. In this unit, students focus on World War II, the involvement and experiences of Australians at war in the Pacific, Europe, and at home. Students consider the significance of the war to Australia and the world.	Legal Studies This unit is about Australia's government in an international context, such as involvement with the United Nations. Students examine how human and civil rights are protected in Australia, and the values and practices that enable a democratic society, reflecting on rights, privileges and responsibilities.	History 2 In this unit, students explore the 20th century as a critical period in Australia's social, political, economic, cultural, and environmental development. They learn about changes in society, values and beliefs, explore the impact of migration, discrimination in Australia, and the civil rights movements for women, First Nations Australians, and other groups.
Assignment – investigation	Exam – short response	Assignment – research investigation	Folio of work – in-class tasks	Exam – short and extended response



FOUNDATION HUMANITIES- HUF

About the Subject

Foundation Humanities is designed for students who need significant support to engage with the Year 10 curriculum. The course will be focused on developing and improving skills that will support students' learning, in preparation for work, or non-university study (e.g., TAFE). Students that have been working below a Year 9 sound level of achievement (C) can nominate their interest or may be identified by their teachers as suitable for this program. Humanities teachers and support staff will select students based on previous achievement in the subject area, in consultation with students and their families. This course will not be available on all Humanities lines, and places will be limited.

COURSE STRUCTURE

Students will undertake studies in a variety of units including

- History
- Geography
- Civics and Citizenship.

SPECIAL REQUIREMENTS

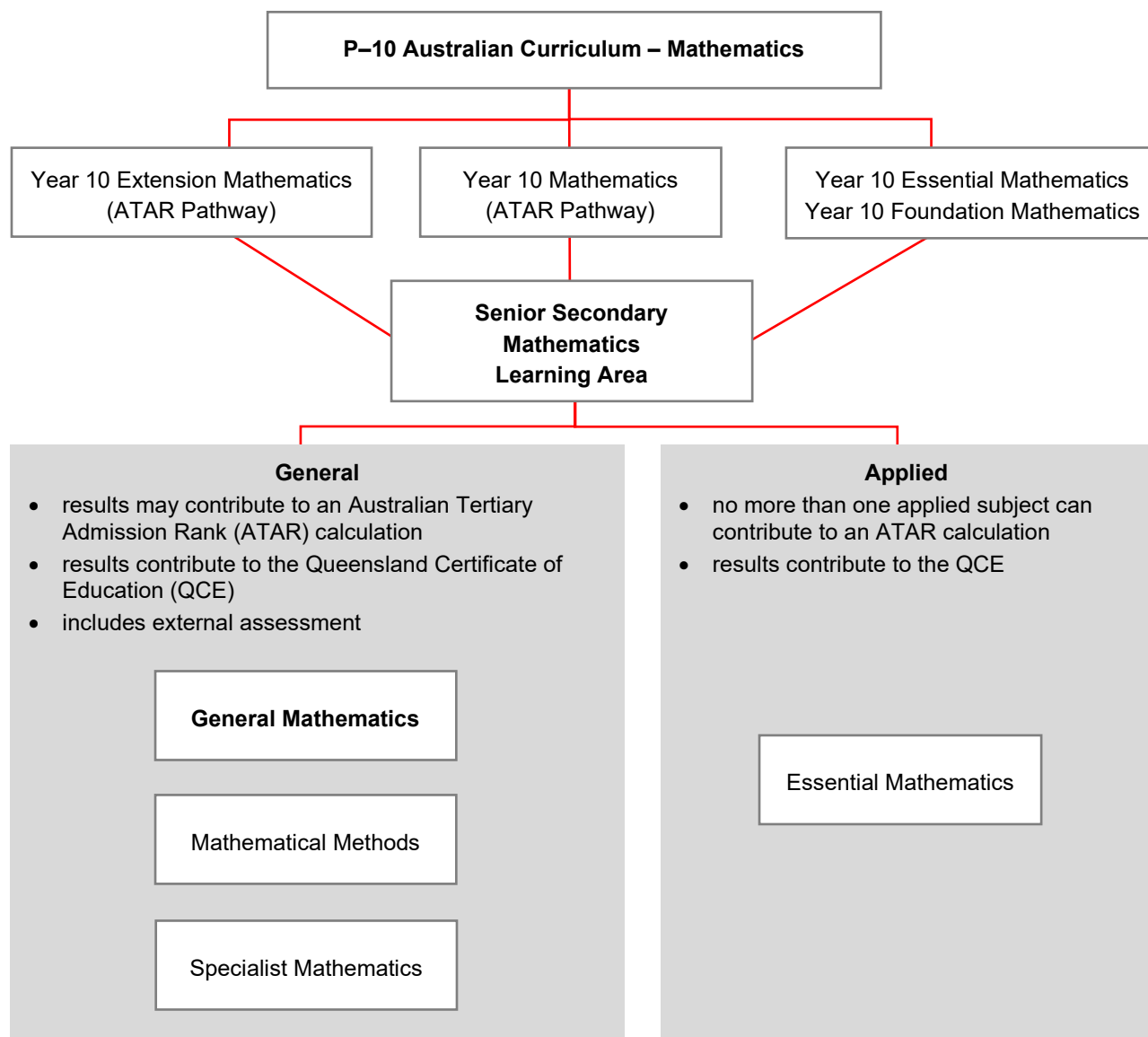
Excursions are a component of this program and may incur associated costs.

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Geography: This unit focuses on global, national and local differences in human wellbeing between places, measures of human wellbeing, and the causes of global inequalities. Students consider the spatial differences in wellbeing within and between countries, and programs designed to reduce the gap between differences in living standards.	History 1: The Year 10 History curriculum provides a study of the modern world and Australia from 1918 to the present, with an emphasis on its global context. In this unit, students focus on World War II, the involvement and experiences of Australians at war in the Pacific, Europe, and at home. Students consider the significance of the war to Australia and the world.	Legal Studies: This unit is about Australia's government in an international context, such as involvement with the United Nations. Students examine how human and civil rights are protected in Australia, and the values and practices that enable a democratic society, reflecting on rights, privileges and responsibilities	History 2: In this unit, students explore the 20th century as a critical period in Australia's social, political, economic, cultural, and environmental development. They learn about changes in society, values and beliefs, explore the impact of migration, discrimination in Australia, and the civil rights movements for women, First Nations Australians, and other groups.
Folio of work – in-class tasks	Assignment – research investigation	Folio of work – in-class tasks	Assignment – research investigation



Pathways for Mathematics Education



Foundation Mathematics is for identified students.

Essential Maths begins in Semester 2 as a pathway to the applied subject.



MATHEMATICS - MAT

About the Subject

The Mathematics course is designed to enable students to develop and extend their basic mathematical concepts so that they can move to General Maths in Year 11 and 12.

All mathematics courses have a focus on thinking, reasoning and working mathematically. Mathematics has the additional focus of enhancing real life numeracy skills, whilst overlapping with both Extension Mathematics and Essential Mathematics.

Mathematics is suitable for students who have at least a majority of C levels of achievement in Year 9 Maths.

COURSE STRUCTURE

The course will prepare students for studying senior mathematics and includes content from across the three strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Eight units will be covered over four terms:

- Pythagoras and Trigonometry
- Chance
- Linear Relationships
- Patterns and Algebra
- Data Representation
- Money and Financial Maths
- Linear Relationships – Simultaneous Equations

SPECIAL REQUIREMENTS

Students must have a scientific calculator.

There may be some degree of flexibility to enable students to move to different levels of mathematics through administration consultation and placement availability.

Laptops are used in this course. It is compulsory for students choosing this subject to attend every lesson with a laptop. For minimum laptop requirements, refer to the document "Laptops at Chancellor State College" under Related links on the College website.

<https://chancellorsc.eq.edu.au/Extracurricular/Computerandinternet/Pages/Computerandinternet.aspx>

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number and Algebra, Linear Graphs, Networks	Measurement, Geometry, Indices and Exponentials	Statistics	Probability and Trigonometry
Short Response Exam 65 mins + 5 mins perusal	Project <u>Duration:</u> 2 weeks (including 2hr of class time) <u>Length:</u> Written responses up to 800 words	Problem Solving & Modelling Task <u>Duration:</u> 4 weeks (including 3hr of class time) <u>Length:</u> Written responses up to 1000 words	Short Response Exam 90 mins + 5 mins perusal
	Short Response Exam 65 mins + 5 mins perusal		



EXTENSION MATHEMATICS - MAX

About the Subject

The Extension Mathematics course is designed to encourage students to explore mathematical concepts which are further developed in Mathematical Methods and Specialist Mathematics. All mathematics courses have a focus on thinking, reasoning and working mathematically. Extension Mathematics has the additional focus of enhancing real life numeracy skills.

Extension Mathematics is suitable for students who have a majority of B or A levels of achievement in Year 9 Maths.

COURSE STRUCTURE

The course will prepare students for studying senior mathematics and includes content from across the three strands.

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

These units will be covered over four terms:

- Money and financial mathematics
- Patterns and Algebra
- Linear and non-linear relationships
- Using units of measurement
- Geometric reasoning
- Pythagoras and Trigonometry
- Chance
- Data representation and interpretation

SPECIAL REQUIREMENTS

Students must have a scientific calculator.

There may be some degree of flexibility to enable students to move to different levels of mathematics through administration consultation and placement availability.

Laptops will be used in this course. It is compulsory for students choosing this subject to attend every lesson with a laptop. For minimum laptop requirements, refer to the document "Laptops at Chancellor State College" under Related links on the College website.

<https://chancellorsc.eq.edu.au/Extracurricular/Computerandinternet/Pages/Computerandinternet.aspx>

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, Linear Equations and Graphs, Geometry	Algebra, Measurement, and Quadratics	Parabolas and Rates, Measurement and Trigonometry	Probability, Polynomials, Functions and Graphs
Short Response Exam <u>Part A Tech Free:</u> 40 mins + 5 mins perusal <u>Part B Tech Active:</u> 60 mins + 5 mins perusal	Short Response Exam <u>Part A Tech Free:</u> 40 mins + 5 mins perusal <u>Part B Tech Active:</u> 60 mins + 5 mins perusal	Problem Solving & Modelling Task <u>Duration:</u> 4 weeks (including 5hr of class time) <u>Length:</u> Written responses up to 1000 words	Short Response Exam Semester 2 <u>Part A Tech Free:</u> 55 mins + 5 mins perusal <u>Part B Tech Active:</u> 75 mins + 5 mins perusal



ESSENTIAL MATHEMATICS - EMM

About the Subject

The Essential Mathematics course is designed to assist students in obtaining essential mathematics skills for use in the real world. All mathematics courses have a focus of working, thinking and reasoning mathematically. Essential Mathematics has the additional focus of developing real life numeracy skills.

Essential Mathematics is suitable for students who have a (C) Sound level of achievement or lower in Semester 1 Mathematics.

This course is suitable for students who need support in their mathematics learning.

COURSE STRUCTURE

The course will prepare students for studying senior mathematics and includes content from across the three strands.

- Number and Algebra
- Measurement and Geometry

These units will be covered over four terms:

- Patterns and Algebra
- Using units of measurement
- Geometric reasoning
- Pythagoras and Trigonometry

SPECIAL REQUIREMENTS

Students must have a scientific calculator.

Laptops will be used in this course. It is compulsory for students choosing this subject to attend every lesson with a laptop. For minimum laptop requirements, refer to the document "Laptops at Chancellor State College" under Related links on the College website.

<https://chancellorsc.eq.edu.au/Extracurricular/Computerandinternet/Pages/Computerandinternet.aspx>

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number and Algebra, Linear Graphs, Geometry	Pythagoras and Measurement		
Short Response Exam <u>Part A Number and Algebra</u> 60 mins + 5 mins perusal <u>Part B Measurement and Space</u> 60 mins + 5 mins perusal	Project <u>Duration:</u> 5 weeks (including 6hr of class time) <u>Length:</u> Written responses up to 800 words		
	Short Response Exam <u>Part A Number and Algebra</u> 65 mins + 5 mins perusal		



FOUNDATION MATHEMATICS - MAF

(Numeracy short course)

About the Subject

Foundation Mathematics is a subject which allows students to build confidence in numeracy skills. This course is suited for students who are interested in pathways beyond school that lead to vocational education and training or work. Students that have been working below a Year 9 sound level of achievement can nominate their interest. The Mathematics and support staff will select the students based on previous achievement in the subject area.

COURSE STRUCTURE

Numeracy is a course of study consisting of two topics:

- Personal identity and education
- The work environment.

These topics provide a context for student learning and experiences and align with the three domains of communication in the ACSF: (1) Personal and community, (2) Education and training, (3) Workplace and employment,

SPECIAL REQUIREMENTS

Laptops will be used in this course. It is compulsory for students choosing this subject to attend every lesson with a laptop. For minimum laptop requirements, refer to the document "Laptops at Chancellor State College" under Related links on the College website.

Chancellor State College" under Related links on the College website.

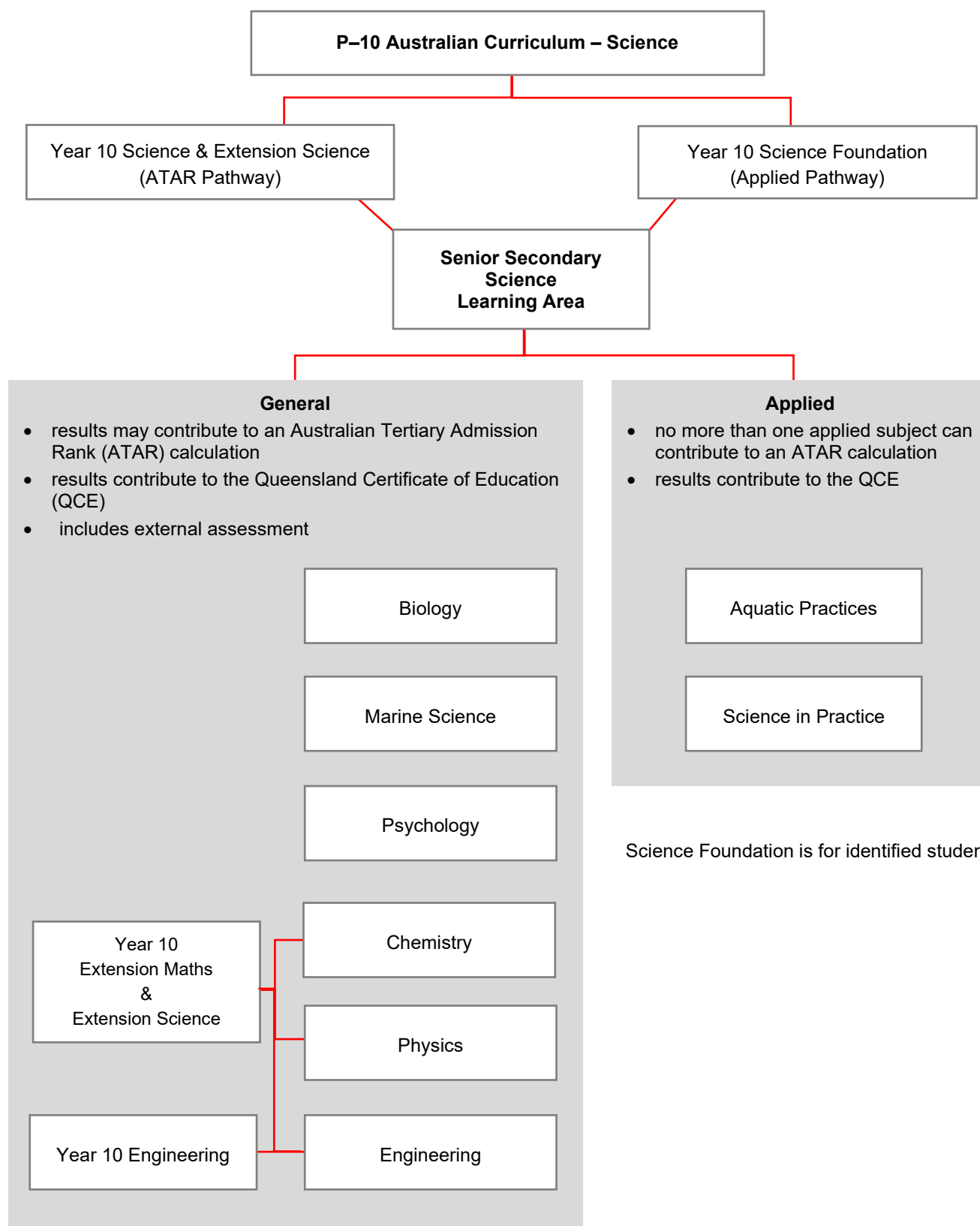
<https://chancellorsc.eq.edu.au/Extracurricular/Computerandinternet/Pages/Computerandinternet.aspx>

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Learning Journal	Learning Journal	Learning Journal	Learning Journal



Pathways for Science Education





SCIENCE - SCI

About the Subject

The year 10 science course explores the sciences of Physics, Earth and Space Science, Chemistry and Biology. The course is designed for students who have achieved a Sound level achievement in Year 9 Science. This subject cannot be studied with the Science Extension subjects or Foundation Science.

COURSE STRUCTURE

Units will be structured and based around:

1. Physics: Motion, Newton's laws of motion.
2. Earth and Space Science: Earth Cycles and Astronomy.
3. Chemistry: Periodic table, types of reactions and reaction rates.
4. Biology: Genetics and Evolution.

ASSESSMENT TECHNIQUES

- Research Investigations
- Student Experiments
- Written tests
- Practical tests

SPECIAL REQUIREMENTS

Scientific calculator essential.

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Physics Physics provides opportunities for students to engage with classical and modern understandings of the universe. Students will investigate Newton's laws of motion and quantitatively analyse the relationship between force, mass and acceleration of objects	Earth and Space Science Earth & Space Science provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere and beyond. Students will describe how the big bang theory models the origin and evolution of the universe and analyse the supporting evidence for the theory.	Chemistry Chemistry is the study of materials and their properties and structure. Students will explain how the structure and properties of atoms relate to the organisation of the elements in the periodic table. They will identify patterns in synthesis, decomposition and displacement reactions and investigate the factors that affect reaction rates	Biology Biology provides opportunities for students to engage with living systems. Students will explain the role of meiosis and mitosis and the function of chromosomes, DNA and genes in heredity and predict patterns of Mendelian inheritance. They use the theory of evolution by natural selection to explain past and present diversity and analyse the scientific evidence supporting the theory
Examination	Research Investigation report	Student Experimental report	Examination



SCIENCE EXTENSION (Chemistry and Physics) - SCP

About the Subject

Science Extension is for students who are interested in and have a high aptitude for science and likely to be in a university pathway. The course will aim to excite and extend students in Chemistry and Physics and provide a smoother transition into these subjects in Year 11 and 12. The focus of the course is to engage students and create interest in Chemistry and Physics using experiments and specialist teachers. Science Extension is suitable for students who have achieved A or B levels of achievement in Year 9 Science. This subject cannot be studied with year 10 Science, Science Extension (Biology and Psychology) or Foundation Science.

COURSE STRUCTURE

Units will be structured and based around:

1. Physics: Newton's laws of motion
2. Chemistry: Periodic table, types of reactions and rates of change
3. Physics & Chemistry extension topics incorporating a wide range of science understanding and skills.

ASSESSMENT TECHNIQUES

The assessment is not designed to be any more difficult than the year 10 Science course, but in-class elaborations and formative quizzes will be more challenging. Assessment models year 11 and 12 genres and includes:

- Research Investigations
- Student Experiments
- Written tests
- Data tests

SPECIAL REQUIREMENTS

Scientific calculator essential. This course may involve excursions and competitions that may incur additional costs not exceeding \$100.

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemistry Students will explain how the structure and properties of atoms relate to the organisation of the elements in the periodic table. They will identify patterns in synthesis, decomposition and displacement reactions and investigate the factors that affect reaction rates. The elaborations in this course will focus on complex applications.	Chemistry Students will explain how the structure and properties of atoms relate to the organisation of the elements in the periodic table. They will identify patterns in synthesis, decomposition and displacement reactions and investigate the factors that affect reaction rates. The elaborations in this course will focus on complex applications.	Physics Students will investigate Newton's laws of motion and quantitatively analyse the relationship between force, mass and acceleration of objects. Elaborations will apply this work in complex situations. The elaborations in this course will focus on complex applications.	Physics Students will investigate Newton's laws of motion and quantitatively analyse the relationship between force, mass and acceleration of objects. The elaborations in this course will focus on complex applications.
Student Experimental report on reaction rates.	Data test	Student Experimental report on projectile motion	Course Exam



SCIENCE EXTENSION (Biology and Psychology) - SBP

About the Subject

Science Extension is for students who are interested in and have a high aptitude for science. The course will aim to excite and extend students in Biology and Psychology and provide a smoother transition into science subjects in Year 11 and 12. The focus of the course is to engage students and create interest in Biology and Psychology using experiments and specialist teachers. Science Extension is suitable for students who have A or B levels of achievement in Year 9 Science. This subject cannot be studied with Science, Science Extension (Physics and Chemistry) or Science Foundation.

COURSE STRUCTURE

Units will be structured and based around:

1. Biology: Genetics and evolution
2. Psychology: Individual thinking and Skill Science skill applications
3. Biology and Psychology Extension topics incorporating a wide range of science understand and skills

ASSESSMENT TECHNIQUES

The assessment is not designed to be any more difficult than the year 10 Science course, but elaborations and formative quizzes will be more challenging. Assessment includes:

- Research Investigations
- Student Experiments
- Written tests

SPECIAL REQUIREMENTS

Scientific calculator essential. This course may involve excursions and competitions that may incur additional costs not exceeding \$100.

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Biology Students will explain the role of meiosis and mitosis and the function of chromosomes, DNA and genes in heredity and predict patterns of Mendelian inheritance. They use the theory of evolution by natural selection to explain past and present diversity and analyse the scientific evidence supporting the theory. The elaborations in this course will focus on complex applications.	Biology Students will explain the role of meiosis and mitosis and the function of chromosomes, DNA and genes in heredity and predict patterns of Mendelian inheritance. They use the theory of evolution by natural selection to explain past and present diversity and analyse the scientific evidence supporting the theory. The elaborations in this course will focus on complex applications.	Psychology Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. Students will develop science skills based on investigations into individual development, individual behaviour, individual thinking and the influence of others. The elaborations in this course will focus on complex applications.	Psychology Students will develop science skills based on investigations into individual development, individual behaviour, individual thinking and the influence of others. The elaborations in this course will focus on complex applications.
Research investigation	Data test	Student experiment	Course Exam



SCIENCE FOUNDATION - SCF

About the Subject

The Science course is for students who do not plan to pursue a general science subject beyond Year 10 but contains essential life-long learning that comes from working and thinking scientifically. Science Foundation is appropriate for students who achieved lower than a Sound level of achievement in Year 9 Science. Science and support teachers will select students for this class based on previous achievement in this subject area.

COURSE STRUCTURE

This course includes four units:

1. Physics: The laws of motion and energy
2. Biology: Reproduction and inheritance
3. Chemistry: Periodic table and chemical reactions
4. Earth and Space Science: Global systems

ASSESSMENT TECHNIQUES

May include some of the following

- Science investigation reports
- Examination – with access to notes
- Practical Performance tests
- Portfolios of work samples

SPECIAL REQUIREMENTS

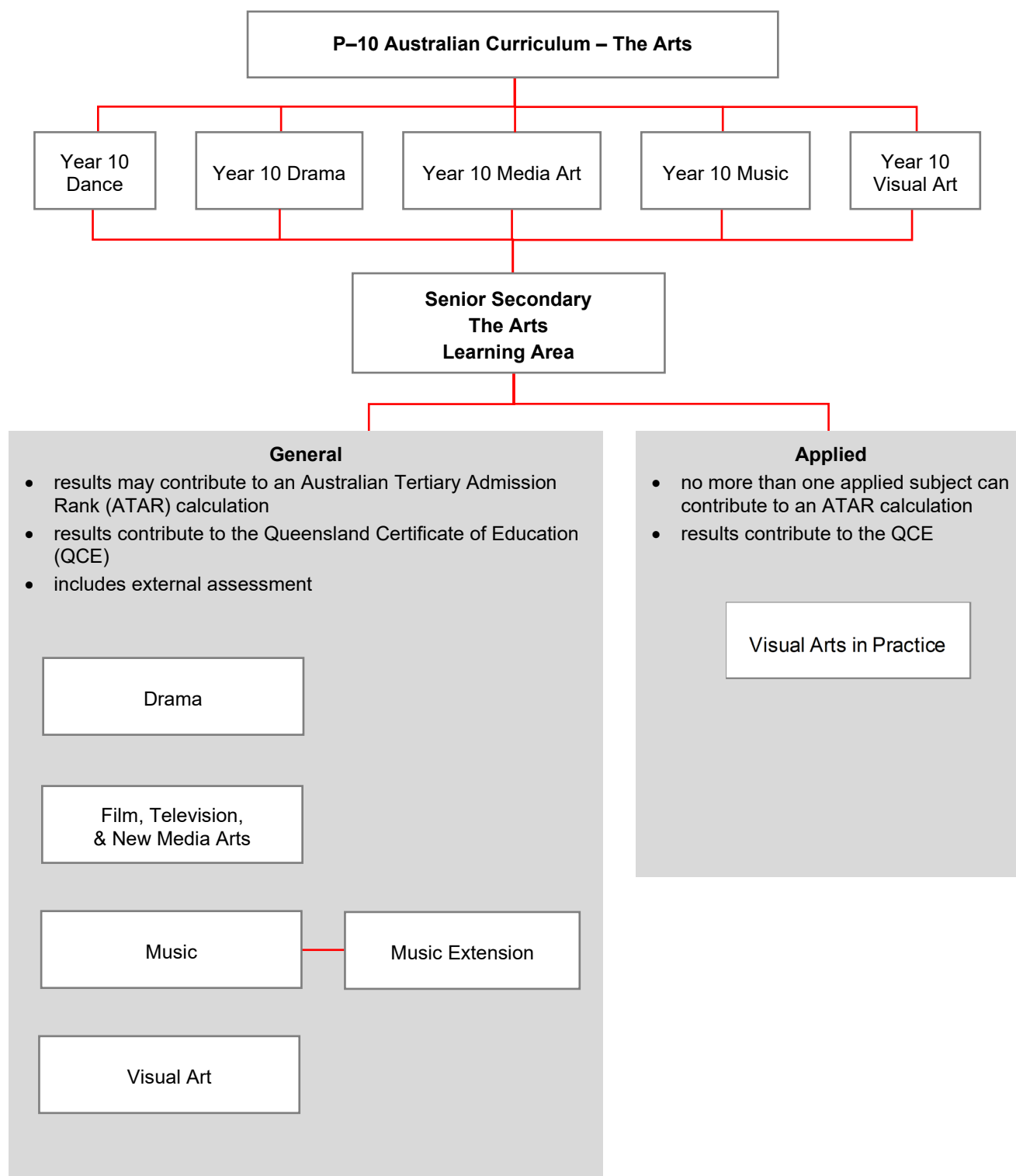
This course may involve excursions that will incur additional costs.

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Physics Students will investigate Newton's laws of motion and quantitatively analyse the relationship between force, mass and acceleration of objects. Elaborations will be at a simple level and for everyday application.	Earth and Space Science Students will describe how the big bang theory models the origin and evolution of the universe and analyse the supporting evidence for the theory. Elaborations will be at a simple level and for everyday application.	Chemistry Students will explain how the structure and properties of atoms relate to the organisation of the elements in the periodic table. They will identify patterns in synthesis, decomposition and displacement reactions and investigate the factors that affect reaction rates. Elaborations will be at a simple level and for everyday application.	Biology Students will explain the role of meiosis and mitosis and the function of chromosomes, DNA and genes in heredity and predict patterns of Mendelian inheritance. They use the theory of evolution by natural selection to explain past and present diversity and analyse the scientific evidence supporting the theory. Elaborations will be at a simple level and for everyday application.
Examination	Research Investigation report	Student Experimental report	Examination



Pathways for Creative Industries





DANCE - DAN

About the Subject

In Dance, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and responding to dance and dance making. Students experience and explore dance created and performed across diverse contexts, styles and forms, and build understanding of how dance uses the body and movement to communicate ideas and meaning.

The Year 10 course focuses on three main areas – Choreography, Performance and Appreciation – through a range of historical, geographical and cultural contexts. The course supports students who may not have done Dance previously.

SPECIAL REQUIREMENTS

Students will need to wear appropriate clothing for practical sessions – dance pants and sports shirts. Students require dance blacks for performance assessment, consisting of a black fitted t-shirt (hip length) and 3/4 length black tights. Previous dance experience desirable but not necessary.

Pathways

This subject could lead into further study in the creative industries.

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Dance Fusion Students will: define, understand and integrate dance styles aligning with current trends and practices to showcase commercial ways of moving and creating.	Story Telling Students will: explore the vast genre of Musical Theatre and learn sequences that represent its evolving nature.	Viewpoints Students will: reflect and develop their own and others viewpoints and use these as a stimulus to inform meaningful choreography.	Dance on Film Students will: explore, create and produce a dance for film, using various 21 st skills to enhance their work. They will also explore styles and performance spaces as a means to enhance dance works.
Assessment <ul style="list-style-type: none"> Making- performance Responding- Choreographic Statement 	Assessment <ul style="list-style-type: none"> Making- performance Responding- Musical Theatre Essay 	Assessment <ul style="list-style-type: none"> Making- choreography Responding- Choreographic Statement 	Assessment <ul style="list-style-type: none"> Responding- Dance Project Making-Choreography and Performance

Additional Materials or Excursions

Material or Excursion	Approximate Cost	Notes
Students undertaking performing arts subjects may have the opportunity to attend a performing arts excursion.	\$80.00	Not compulsory to curriculum course but beneficial exposure to live performances.



DRAMA - DRA

About the Subject

In Drama, students create, perform and respond to drama as artists and audiences. They learn to use, manage and manipulate the elements and conventions of drama across a range of dramatic forms and styles. Students learn in, through and about drama as they create dramatic action and communicate dramatic meaning. Drama is an engaging, performance focused, academic subject that develops skills in students that benefit them beyond the Drama classroom. It teaches students to be creative, confident and connected young learners. Drama teaches students effective leadership skills and dynamic group skills. Drama students become highly effective communicators.

The subject teaches drama and acting skills, provides extensive theatre experience and knowledge and covers range of performance styles. The course supports students who may not have done Drama previously.

SPECIAL REQUIREMENTS

Students in Year 10 Drama will be involved in production events and give performances as a part of this courses assessment. They will require a set of theatre blacks which consist of a black shirt and pants.

Pathways

Year 10 Drama is a transitional program that continues to develop the skills and knowledge students have acquired in Year 7-9 Drama units and prepares students for general Senior Drama.

Units of Study Structure

Unit 1	Unit 2	Unit 3
Australian Realism	Documentary Drama	Australian Gothic Drama
Assessment <ul style="list-style-type: none">• Performance of 1-3 minutes per person of stage/ acting time• 50-200 word performance reflection	Assessment <ul style="list-style-type: none">• Performance of 1-3 minutes per person of stage/ acting time• Up to 600-word script	Assessment <ul style="list-style-type: none">• Extended response 400-600 words• 1-3 minutes per person of stage/acting time

Additional Materials or Excursions

Material or Excursion	Approximate Cost	Notes
Students undertaking performing arts subjects may have the opportunity to attend a performing arts excursion.	\$80.00	Not compulsory to curriculum course but beneficial exposure to live performances.
Students may choose to source own costumes and props for final performance.		



MEDIA ARTS - MED

About the Subject

In Media Arts, students use images, sound, text, interactive elements and technologies to creatively explore, produce and interpret stories about people, ideas and the world around them. They explore the diverse cultural, social and organisational influences on media practices, and draw on this understanding when producing and responding to media arts works.

Media informs, entertains and educates through powerful images, words and sounds. It presents constructions of reality that require systematic study and analysis. The aim of Media Arts studies is to improve a variety of skills including visual literacy, critical thinking and interpersonal communication. The practice of Media Arts gives students a basic understanding of the process of creating a video, the skills to operate a video camera and the ability to edit film using computer software. The course supports students who may not have done Media Arts previously.

SPECIAL REQUIREMENTS

Laptops are an essential part of this course as majority of work is completed electronically.

Pathways

Year 10 Media Arts is a transitional program that continues to develop the skills and knowledge students have acquired in Year 7-9 Media Arts units and prepares students for general Senior Film, Television and New Media.

Units of Study Structure

Unit 1	Unit 2
Music Video Unit Students will: <ul style="list-style-type: none">explore the history of music video, examine the different styles of music video and understand how music video filmmakers manipulate cinematic techniques to create visually stunning artworks that both compliment the song and communicate themes, perspectives and messages to audiences	Film Noir Unit Students will: <ul style="list-style-type: none">explore the social and artistic influences on the Film Noir genre.examine how filmmakers use techniques to create dynamic characters and plots whilst also communicating key themes such as deception, corruption and power.
Assessment <ul style="list-style-type: none">Exploring and Responding: Case study analysing and evaluating a music videoCreating and Making: Annotated StoryboardPresenting and Performing: Music Video	Assessment <ul style="list-style-type: none">Exploring and Responding: Analytical essay response to stimulus (examination)Creating and Making: Three Column ScriptPresenting and Performing: Film Noir film

Additional Materials or Excursions

Material or Excursion
Students may choose to source own resources for films.



MUSIC - MUS

About the Subject

In Music, students listen to, compose and perform music from a diverse range of styles, cultures, traditions and contexts. They create, organise, manipulate and share sounds in time and space, and critically analyse music. Music practices are aurally based and focus on developing and applying knowledge and skills through sustained musical engagement and experiences.

Students with an aptitude for Music should consider the study of classroom music (in combination with the Instrumental Music program and/or private tuition) to develop skills embedded in the three major dimensions: musicology, performance and composition. The development of these skills is essential when considering a pathway in Music.

SPECIAL REQUIREMENTS

Due to the accumulated knowledge that music learning requires; it is recommended that students have studied Music in earlier years. It is recommended that students have a software program available for Composition i.e., Sibelius, Garage Band.

Pathways

Studying Year 10 Music is imperative if students are considering undertaking the Senior Music course in Years 11 and 12, as music is developmental and relies on sequential progression of knowledge and skill. Students demonstrating a high level of achievement in Year 11 may have the opportunity to undertake the Music Extension course in Year 12

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Unit Title Students will explore the elements of music and stylistic characteristics of a range of styles of Jazz including Ragtime, The Blues, Dixieland, Swing, Bebop, Cool, Latin, Fusion, Jazz-Rock & Australian. Students will select a style of jazz investigating the characteristics in depth and perform a work in the selected style.	Unit Title Students will explore Musicals recently made popular on Broadway and West End. Students will select a work from a musical conducting an analysis and evaluation of the selected work and communication of meaning. Students will compose a work using compositional devices and elements of music relative to the selected work.	Unit Title Students will explore compositional devices and the elements of music in non-Western and Western music throughout history. Students will select a historical period and investigate the relative compositional devices and elements of music in depth. Students will perform a work from the selected historical period.	Unit Title Students will investigate how a music score of a film can fulfil distinct functions. Students will select a work from a film and conduct an analysis and evaluation of the selected work. Students will compose a work using compositional devices and elements of music relative to the selected work.
Assessment Exam: analysing and evaluating styles of Jazz Performing a selected style of Jazz	Assessment Composing a melody and accompaniment for a Musical Performing a selected work from a Musical	Assessment Exam: analysing and evaluating genres of music styles throughout history Performing a work of a selected genre or style	Assessment Composing a work for a film or animation

Additional Materials or Excursions

Material or Excursion	Approximate Cost	Notes
Students undertaking performing arts subjects may have the opportunity to attend a performing arts excursion.	\$80.00	Not compulsory to curriculum course but beneficial exposure to live performances.



VISUAL ART - ART

About the Subject

In Visual Arts, students learn in, through and about visual arts practices, including the fields of art, craft and design. They experience and explore visual artworks created by artists working in diverse contexts, styles and forms, and build understanding of the significance and impact of visual arts practice and culture for themselves and local and global communities.

In Year 10 Visual Art students will engage in critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgement. Students will manipulate materials, techniques and processes in two- and three-dimensional media to represent ideas and subject matter in their artworks. Learning in the visual arts has the capacity to engage, inspire and enrich students' lives, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking. The course supports students who may not have done Visual Art previously.

SPECIAL REQUIREMENTS

It is recommended that students have a laptop suitable to operate Adobe Photoshop software (authorised access is available through the school).

Pathways

Year 10 Visual Art is a transitional program that continues to develop the skills and knowledge students have acquired in Year 7-9 Visual Art units and prepares students for general Senior Visual Art and applied Visual Arts in Practice.

Units of Study Structure

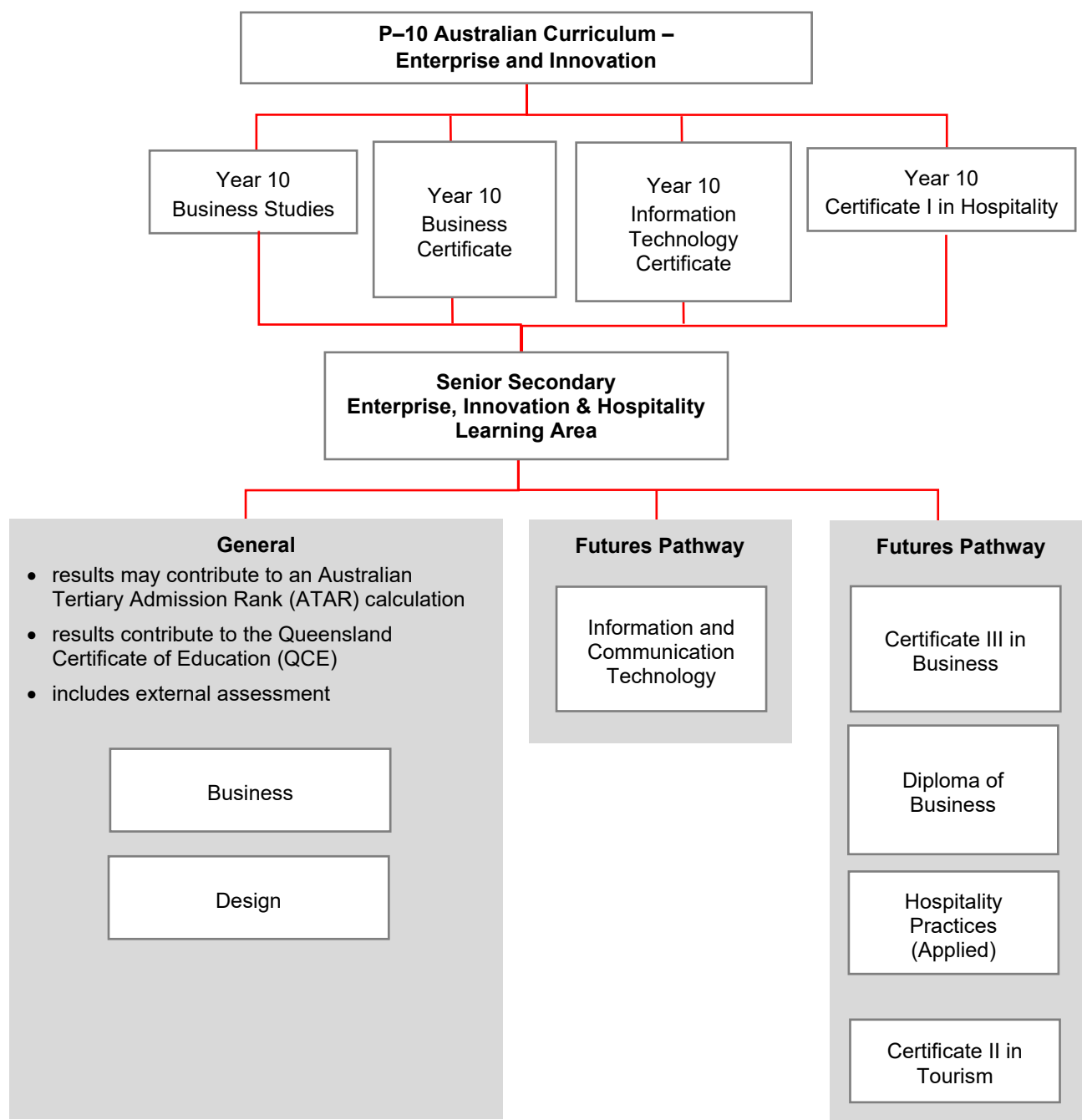
Unit 1	Unit 2	Unit 3	Unit 4
Landscape Painting Students will: <ul style="list-style-type: none"> Research Modern landscape painting Analyse landscape painting Develop and resolve painting imagery Reflect on artwork 	Sculpture Students will: <ul style="list-style-type: none"> Research protest topics Comparatively analyse artists Develop and resolve imagery Reflect on artwork 	Collage Students will: <ul style="list-style-type: none"> Research contemporary drawings Analyse artworks Develop and resolve collage artworks for a series Reflect on artworks 	Extension Artwork Students will: <ul style="list-style-type: none"> Research contemporary artists Reference contemporary artists Develop and resolve contemporary sculpture Reflect on artwork
Assessment <ul style="list-style-type: none"> Visual diary documentation Major painting 	Assessment <ul style="list-style-type: none"> Visual diary documentation Folio of prints 	Assessment <ul style="list-style-type: none"> Visual diary documentation Series of drawings 	Assessment <ul style="list-style-type: none"> Visual diary documentation Sculpture

Additional Materials or Excursions

Material or Excursion	Approximate Cost	Notes
Students may have the opportunity to attend excursions to local and Brisbane galleries to view exhibitions.	\$40.00	Not compulsory to curriculum course.
Student may choose to source other materials for their artworks.		



Pathways in Enterprise and Innovation



BUSINESS CERTIFICATE - VBS

QUALIFICATION: BSB20120 CERTIFICATE II IN WORKPLACE SKILLS

COURSE OVERVIEW

<http://training.gov.au> – Please refer to the training.gov.au website for specific information about the qualification. The Certificate II in Workplace Skills reflects the role of individuals in a variety of entry-level Business Services job roles. These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills.

DURATION

One or two years depending upon student timetable.

COURSE UNITS

To attain a Certificate II in Workplace Skills, 10 units of competency must be achieved:

UNIT CODE	UNIT NAME
BSBCMM211	Apply communication skills
BSBOPS201	Work effectively in business environments
BSBPEF202	Plan and apply time management
BSBSUS211	Participate in sustainable work practices
BSBWHS211	Contribute to the health and safety of self and others
BSBPEF201	Support personal wellbeing in the workplace
BSBTWK201	Work effectively with others
BSBTEC201	Use business software applications
BSBTEC303	Create Electronic Presentations
BSBTEC302	Design and produce spreadsheets

ASSESSMENT TECHNIQUES

The emphasis in this subject is on completing tasks in a competent manner. Assessment will be delivered using a variety of techniques:

- Projects
- Written and Practical Tasks
- Teacher Observation
- Computing Tasks
- Folio of Collected Evidence of Competency

Students must achieve competency at every task in order to be issued with a full certificate at the completion of this course.

SPECIAL REQUIREMENTS

Nil

CAREER OPPORTUNITIES & PATHWAYS

Articulation into:

BSB30115 Certificate III in Business

BSB40215 Certificate IV in Business

Other specific financial qualifications available at <http://training.gov.au>

Employment outcomes are limited and individuals are strongly advised that in order to meet the entry-level requirements of this industry, the Certificate III in Business should be undertaken.

Disclaimer: "The College must have certain teachers and equipment to run this course. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualifications. The school retains the right to cancel the vocational component of the course if it is unable to meet requirements."

Date Published: 9/06/2025

Details are correct at time of publication but subject to change



BUSINESS STUDIES - BST

About the Subject

The Business Studies course involves the study of business processes and examining the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce. It offers students the opportunity to experience the Year 11 and 12 subject of Business.

Business Studies provides students with the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage the economy to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.

SPECIAL REQUIREMENTS

Laptops will be used in this course. It is compulsory for students choosing this subject to attend every lesson with a laptop. For minimum laptop requirements, refer to the document "Laptops at Chancellor State College" under Related links on the College website.

<https://chancellorsc.eq.edu.au/Extracurricular/Computerandinternet/Pages/Computerandinternet.aspx>

Pathways

Further studies are available at universities and TAFE

[University of the Sunshine Coast](#)

[TAFE](#)

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Economics and Business <ul style="list-style-type: none">• how Australians benefit from and are part of an economic system• the importance of business in Australia, especially small business	Business Planning and Sustainability <ul style="list-style-type: none">• investigating how businesses plan for success• how do businesses take care of people, the planet and profit	Human Resource Management <ul style="list-style-type: none">• exploring workplace rules and regulations• rights and responsibilities of employers and employees	Work Environments <ul style="list-style-type: none">• creating effective workplaces to maximise productivity• using organisational structures to gain effective workflow
Examination – short response	Business report	Examination – short response	Multi-modal assignment



**CHANCELLOR
STATE COLLEGE**
The best we can be

CERTIFICATE I IN HOSPITALITY - VHZ

QUALIFICATION: SIT10222 Certificate I in Hospitality

COURSE OVERVIEW

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic operational knowledge and limited practical skills in a defined context within the hospitality industry. Work will be undertaken in the classroom, the college kitchens and various college campus functions. Individuals may work with some autonomy or in a team but usually under close supervision.

DURATION

One year

COURSE UNITS

To attain a Certificate I in Hospitality, 6 units of competency must be completed.

UNIT CODE	UNIT NAME
BSBTWK201	Work effectively with others
SITXCCS009	Provide customer information and assistance
SITXWHS005	Participate in safe work practices
SITXFSA005	Use hygienic practices for food safety
TLIE0009	Carry out basic workplace calculations
SITXCOM006	Source and present information

ASSESSMENT TECHNIQUES

Assessment will include practical demonstrations, team tasks, observation checklists, knowledge tests, internet research, oral presentations and workplace simulations.

SPECIAL REQUIREMENTS

All units of competency must be achieved to receive the full certificate.

CAREER OPPORTUNITIES & PATHWAYS

Possible career opportunities include:

Bar attendant	Housekeeping attendant
Bottle shop attendant	Porter
Catering assistant	Receptionist or front office assistant
Food and beverage attendant	Gaming attendant

Successful completion of this Certificate will allow articulation into a range of other Certificate II level qualifications in this Vocational Training Area.

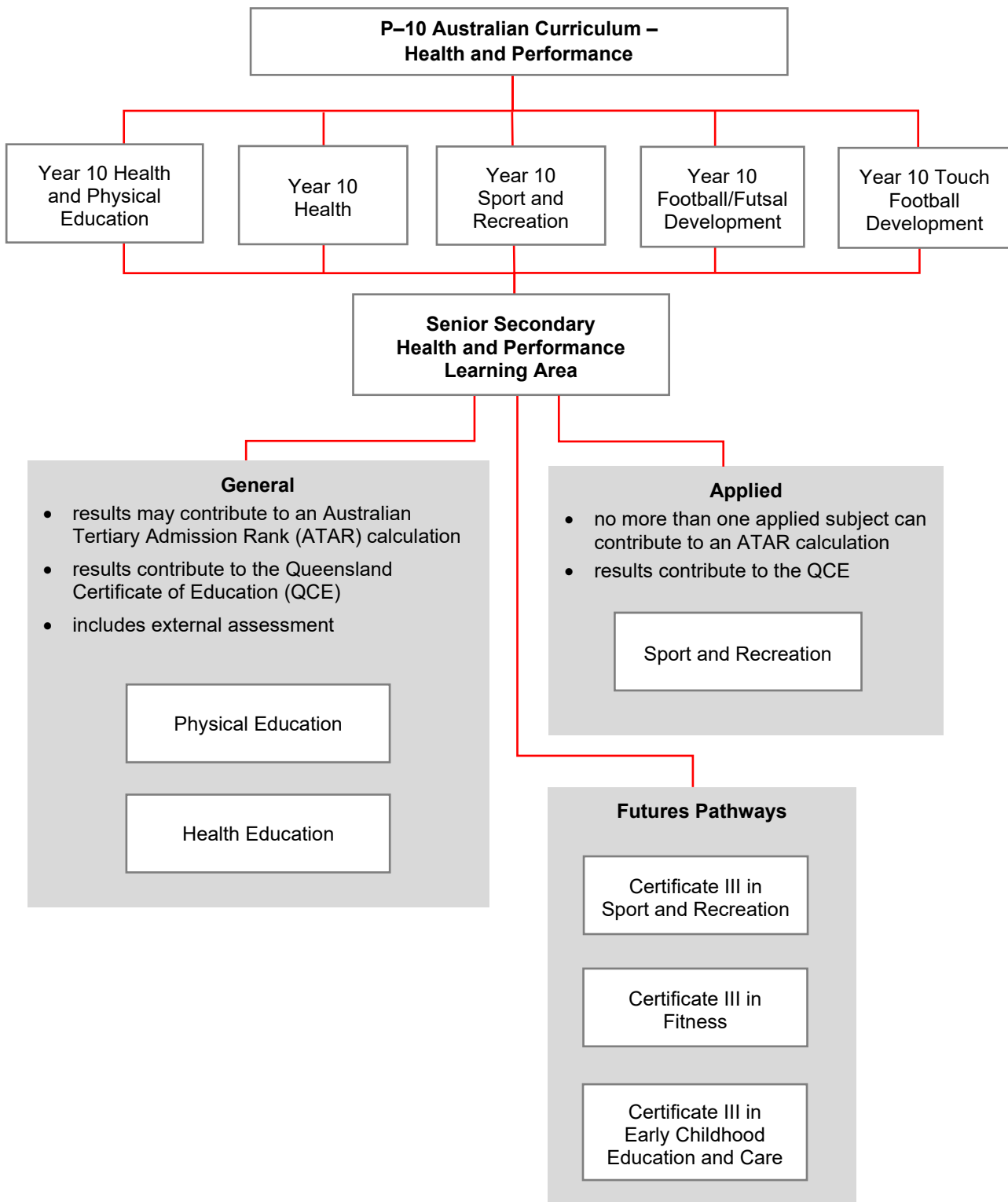
Disclaimer: "The College must have certain teachers and equipment to run this course. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualifications. The school retains the right to cancel the vocational component of the course if it is unable to meet requirements."

Date Published: 9/06/2025

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Pathways in Health and Performance





FOOTBALL / FUTSAL DEVELOPMENT PROGRAM - FDP

About the Subject

This course will provide an opportunity for students to further their skills in, and knowledge about all aspects of Football and Futsal. Students will work towards attaining various qualifications to further their development and enhance their employment opportunities within football (e.g., Level 1 Community Coaching Principles, Grassroots Football Coaching, Level 0 Football Referee, Level 3 Futsal Referee). The course is designed to prepare students for Senior Physical Education and the Senior Football / Futsal Academy Program. Students involved in the program will trial to represent the College at various tournaments such as the Sunshine Coast Futsal Titles, Schools Premier League, Bill Turner Cup and QLD Champion of Champions Futsal. Application forms and up-to-date information can be found on the College website.

COURSE STRUCTURE

Students will engage in technical, tactical, mental and physical training in Football and Futsal, along with the theory and practical aspects of working towards attaining the above-mentioned qualifications.

SPECIAL REQUIREMENTS

Students need to be committed to a program that includes activities both within and outside of school hours. Entry into the Football Academy Program is by application only. Additional costs will include uniforms, qualifications, competitions, season fees and specialist visitor coaches.

ASSESSMENT TECHNIQUES

Practical assessment (training, competitive games and as a coach/ referee), written assessment, video analysis/ creation, evaluation of personal/ team/ opposition skills and strategies.

Pathways

Health
Physical Education
Applied Sport and Recreation
Certificate III Sport and Recreation
Certificate III Fitness

Units of Study Structure

Unit 1	Unit 2
Coaching	Video Analysis
Multimodal project folio – Conduct and evaluate a discovery phase coaching session.	Multimodal project folio – Evaluate and justify your personal performance and the application of standards in a selected position.



HEALTH - HTH

About the Subject

This course will provide an opportunity for students to experience subject matter from the Year 11/12 subject Health. This course is recommended for students who are interested in learning about various health issues in the community. The subject investigates the factors in modern society that can have a positive or negative impact on health. Strategies are explored and implemented to help reduce the negative influences on health and promote positive health choices. Please note that this course does not include the study of anatomy and biological science. It is recommended that students have a good standard in English for this subject.

SPECIAL REQUIREMENTS

Students need to be committed to research and writing tasks as well as the implementation of health promotion activities in the school community.

COURSE STRUCTURE

Students will investigate health issues that affect themselves, their peers and members of the wider community. They will conduct research and gain an understanding of various health issues. As individuals and in small groups, students plan and implement strategies to help improve the health of people in our community. They then evaluate the strategies implemented and comment on their effectiveness.

ASSESSMENT TECHNIQUES

Research assignments, oral presentations, stimulus response essays, video presentations, exams and community health promotion activities.

Pathways

Health

Physical Education

Applied Sport and Recreation

Certificate III Sport and Recreation

Certificate III Fitness

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Technology in Health – Young people, technology and their health.	2a) Body image & the impact of initiatives to improve personal health. 2b) Road Safety – what is the likely impact of flashing school zone signs.	Organ Donation – How can we increase awareness and rates of organ donation.	Homelessness – How can we decrease the number of homeless people on the coast?
Investigation – Analytical Exposition. Research your own personal technology use and propose and innovation to engage safely in the world of technology.	Examination – Extended response up to 900 words.	Investigation – Action research report. Up to 1500 words. Develop an organ donation innovation to increase the rate of organ donation.	Examination – extended response up 900 words.



HEALTH AND PHYSICAL EDUCATION – HPE

About the Subject

This course will provide an opportunity for students to experience subject matter from Senior Physical Education, Certificate III in Fitness, and Certificate III in Sport and Recreation. All of these senior subjects involve students learning in, about and through physical activity. This course is recommended for students who are interested in learning about physical activity and the complex interrelationships between motor learning and psychological, biomechanical, physiological and sociological factors that influence individual and team physical performances, together with the wider social attitudes to, and understandings of physical activity.

COURSE STRUCTURE

Students will undertake four units of work where engagement in individual and team physical activity is essential. Units of work examine topics underpinning the enhancement of performance, including functional anatomy, sports psychology, movement and motor learning, tactical awareness, equity and integrity and exercise physiology. All units are integrated with physical activities which serves as both a source of content and data as well as a medium for learning.

SPECIAL REQUIREMENTS

Students need to be committed to both physical and theory-based involvement in this course of instruction

ASSESSMENT TECHNIQUES

Research assignments, oral presentations, stimulus responses, exams, research tasks, essays, physical/skill performance and non-written presentations.

Pathways

Health

Physical Education

Applied Sport and Recreation

Certificate III Sport and Recreation

Certificate III Fitness

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Equity vs Equality in Volleyball. Removing barriers to provide opportunities and engagement in sport.	Tactical Awareness in sport.	Energy Systems, Fitness Components and Training in Netball.	Functional Anatomy & Biomechanical Analysis of Push Movements.
Investigation report – up to 1500 words. Equity vs Equality in Volleyball. Optimising engagement and performance in sport.	Multimodal project folio – up to 7 minutes. Analysing, evaluating and justifying personal performance.	Combination response unseen examination – 120 minutes + 10 minutes planning.	Investigation report – up to 1500 words. Biomechanical analysis of execution of push movement.



TOUCH FOOTBALL ACADEMY PROGRAM - TDP

About the Subject

This course will provide an opportunity for students to further their skills in, and knowledge about all aspects of Touch Football. Students will work towards attaining various qualifications aimed at developing their skills and enhancing employment opportunities within Touch Football (e.g., Community Coaching Principles, Referee Certification – various levels, Grassroots and Introductory Coaching certification). The course is also designed to prepare students for Physical Education and Touch Football in the Senior School.

Students involved in the program will represent Chancellor State College in a variety of competitions including the Open Divisions at Kawana Touch Association, Sunshine Coast All Schools, Queensland All Schools and Qld School Touch League.

Athletes committed to developing their skill level, establishing high levels of fitness and contributing to the positive culture of the academy should consider applying for this course. Application forms and up-to-date information can be found on the College website.

COURSE STRUCTURE

Students will engage in practical and theory-based lessons and will work towards achieving the above-mentioned qualifications.

ASSESSMENT TECHNIQUES

Practical Assessment (in training, competition and as a beginning coach and referee), written assignments and exams, video analysis, goal setting, evaluation and reflection.

SPECIAL REQUIREMENTS

Students need to be committed to a program that includes activities both within and outside of school hours. Entry into the Touch Football Academy Program is by application only. Additional costs will include uniforms, qualifications, competitions, season fees and specialist visitor coaches.

Pathways

Health

Physical Education

Applied Sport and Recreation

Certificate III Sport and Recreation

Certificate III Fitness

Units of Study Structure

Unit 1	Unit 2
Level 1 Touch Football Refereeing	Foundations of Coaching
Online written assessment and practical refereeing performance.	Online written assessment and practical coaching performance



HEALTH, SPORT AND RECREATION - SRH

About the Subject

Sport and Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities. Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

COURSE STRUCTURE

Students will undertake four units of work where engagement in individual and team physical activity is essential.

ASSESSMENT TECHNIQUES

Research assignments, oral presentations, stimulus responses, exams, research tasks, essays, physical/skill performance and non-written presentations.

SPECIAL REQUIREMENTS

Students need to be committed to both physical and theory-based involvement in this course of instruction.

Pathways

Health

Physical Education

Applied Sport and Recreation

Certificate III Sport and Recreation

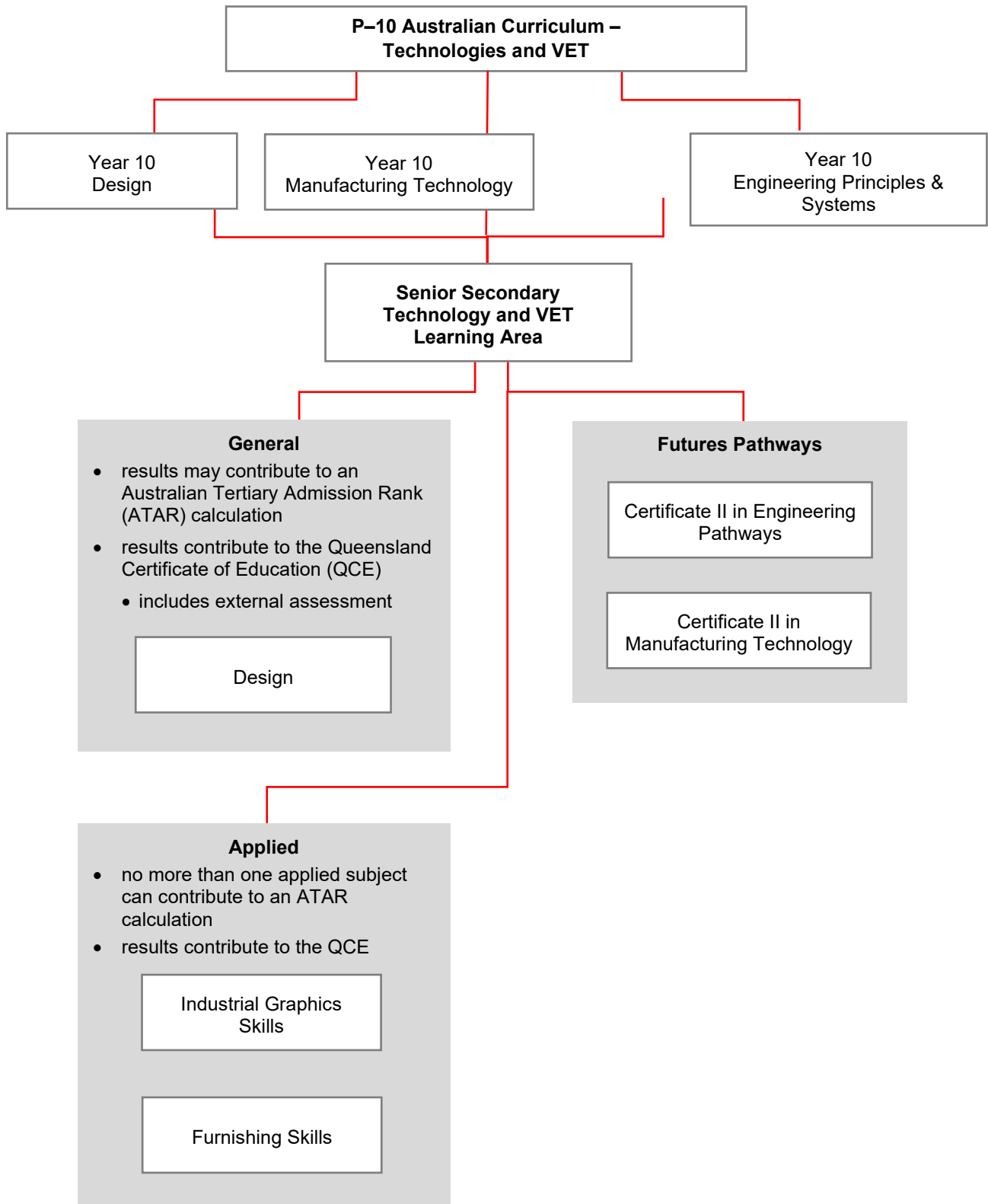
Certificate III Fitness

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Event Management.	Emerging Trends in Sport and Recreation.	Strength and Conditioning.	Strength and Conditioning.
Multimodal project folio	Performance	Multimodal project folio	Performance



Pathways in Industrial Technology and Design





DESIGN TECHNOLOGIES - DTE

About the Subject

This subject prepares students for Senior Design and Industrial Graphics Skills by focusing on practical design thinking, product design, and prototyping. Students use computer-aided drafting to create real-world products in an Industrial Technology and Design setting, with a strong emphasis on workshop safety and operational protocols.

Design is organised around the following topics:

- Investigating and making judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions.
- Analyse and make judgements on how characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions.
- Generating and designing products, services and environments.
- Communicating design decisions.
- Testing, selecting, justifying and using appropriate technologies and processes to safely make designed solutions.
- Evaluating using criteria for success.
- Individually and collaboratively developing project plans to manage projects.

COURSE STRUCTURE

Students will complete a course induction and undertake four units of work across 2 semesters.

ASSESSMENT TECHNIQUES

Students will be required to provide evidence of what they are learning in a variety of forms. These may include project/design folios, practical tasks, written tasks, and computer-generated presentations.

SPECIAL REQUIREMENTS

Personal computer preferred.

ITD workshop activities often carry a higher than usual level of risk due to the tools, machinery and processes used. Students **MUST** make a commitment to safe working practices. Their level of commitment will be used as a prerequisite for future participation in ITD classes.

Mandatory Safety Practices: Students **must** wear safety glasses (supplied) and fully covered leather shoes **at all times** when in an ITD workshop.

Activity Specific Safety Practices: Students **must** follow activity specific safety practices **when required**: E.g., apron, hair net, a dust mask, hearing protection.

A HIGH & EXTREME Risk Parental Consent Form must be completed and submitted prior to commencement of the subject. Failure to do so may result in students being placed in other non-ITD electives.

Pathways

This subject is specifically designed to lead into Senior Design and/or Industrial Graphics Skills. Students will acquire specialist knowledge and skills that also transfer into other Senior offerings of Furnishing Skills, Certificate II in Engineering, and Certificate II in Manufacturing.

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Modelling and Laser Cutting <ul style="list-style-type: none">• Introduction to Autodesk Inventor to develop and produce of a basic slot together model using CAD software and laser technologies.• Production of 2D and 3D sketching and formal drawing tasks.	CO2 Dragsters <ul style="list-style-type: none">• Investigation of the engineering principles of mass, friction & drag to design and produce the fastest possible CO2 Dragster.• Develop, implement and review a project management plan.	Residential Building <ul style="list-style-type: none">• Research and development of design concepts relating to residential building projects including design, materials, processes and sustainability.	Sensory Fidget <ul style="list-style-type: none">• Research and design sensory fidget toys.• Design and develop a sensory fidget using manual and CAD processes.• Rapid prototyping of designs using 3D printers.• Adaptation and evaluation of prototyped solutions.
Project/Investigation <ul style="list-style-type: none">• Written responses that may include graphical representations 400–600 words.• 4–6 A3 pages or equivalent digital media that may include graphical representations with annotations.• Designed solution and practical as negotiated.			



ENGINEERING PRINCIPLES & SYSTEMS – EPS

About the Subject

This subject is well suited to the enquiring mind, with a strong focus on working out 'how things work'. It provides opportunities for students to design and produce products in an Industrial Technology and Design (ITD) setting, with a strong focus on workshop safety and operational protocols.

Engineering Principles and Systems is organised around the following topics:

- Investigating and making judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions.
- Generating and designing products, services and environments.
- Communicating design decisions.
- Testing, selecting, justifying and using appropriate technologies and processes to safely make designed solutions.
- Evaluating using criteria for success.
- Individually and collaboratively developing project plans to manage projects.

COURSE STRUCTURE

Students will complete a course induction and undertake four units of work across 2 semesters.

ASSESSMENT TECHNIQUES

Students will be required to provide evidence of what they are learning in a variety of forms. These may include project/design folios, practical tasks, written tasks, and computer-generated presentations.

SPECIAL REQUIREMENTS

Personal computer preferred.

ITD workshop activities often carry a higher than usual level of risk due to the tools, machinery and processes used. Students **MUST** make a commitment to safe working practices. Their level of commitment will be used as a prerequisite for future participation in ITD classes.

Mandatory Safety Practices: Students **must** wear safety glasses (supplied) and fully covered leather shoes **at all times** when in an ITD workshop.

Activity Specific Safety Practices: Students **must** follow activity specific safety practices **when required**: E.g., apron, hair net, a dust mask, hearing protection.

A **HIGH & EXTREME Risk Parental Consent Form** must be completed and submitted prior to commencement of the subject. Failure to do so may result in students being placed in other non-ITD electives.

Pathways

Students will acquire specialist knowledge and skills that transfer into the Senior offerings of Certificate II in Engineering, Certificate II in Manufacturing, Furnishing Skills, Industrial Graphics Skills, and Design.

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Mechanical Engineering <ul style="list-style-type: none">• Investigation of the mechanical principles of leverage, energy, gearing and pulleys.	CO2 Dragsters <ul style="list-style-type: none">• Investigation of the engineering principles of mass, friction & drag to design and produce the fastest possible CO2 Dragster.• Development, implementation and review a project management plan.	Hydraulic Crane Design <ul style="list-style-type: none">• Investigation of hydraulics, pressure and forces in play in an operational crane.• Designing and manufacture a working prototype and evaluating against criteria for success.	Basic Electronics <ul style="list-style-type: none">• Development of an understanding of electrical circuits including their components and the science behind how they work to enable the creation of simple circuits.
Project/Investigation <ul style="list-style-type: none">• Written responses that may include graphical representations 400–600 words.• 4–6 A3 pages or equivalent digital media that may include graphical representations with annotations.• Designed solution as negotiated.• Practical as negotiated.			



MANUFACTURING TECHNOLOGY - MTE

About the Subject

This subject has a strong focus on working with materials, and the technologies used to transform them into products. It provides opportunities for students to work in an Industrial Technology and Design (ITD) setting, with a strong focus on workshop safety and operational protocols.

Manufacturing Technology is organised around the following topics:

- Analyse and make judgements on how characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions.
- Generating and designing products, services and environments.
- Communicating design decisions.
- Testing, selecting, justifying and using appropriate technologies and processes to safely make designed solutions.
- Evaluating using criteria for success.
- Individually and collaboratively developing project plans to manage projects.

COURSE STRUCTURE

Students will complete a course induction and undertake four units of work across 2 semesters.

ASSESSMENT TECHNIQUES

Students will be required to provide evidence of what they are learning in a variety of forms. These may include project/design folios, practical tasks, written tasks, and computer-generated presentations.

SPECIAL REQUIREMENTS

Special Considerations

ITD workshop activities often carry a higher than usual level of risk due to the tools, machinery and processes used. Students **MUST** make a commitment to safe working practices. Their level of commitment will be used as a prerequisite for future participation in ITD classes.

Mandatory Safety Practices: Students **must** wear safety glasses (supplied) and fully covered leather shoes **at all times** when in an ITD workshop.

Activity Specific Safety Practices: Students **must** follow activity specific safety practices **when required**: E.g., apron, hair net, a dust mask, hearing protection.

A **HIGH & EXTREME Risk Parental Consent Form** must be completed and submitted prior to commencement of the subject. Failure to do so may result in students being placed in other non-ITD electives.

Pathways

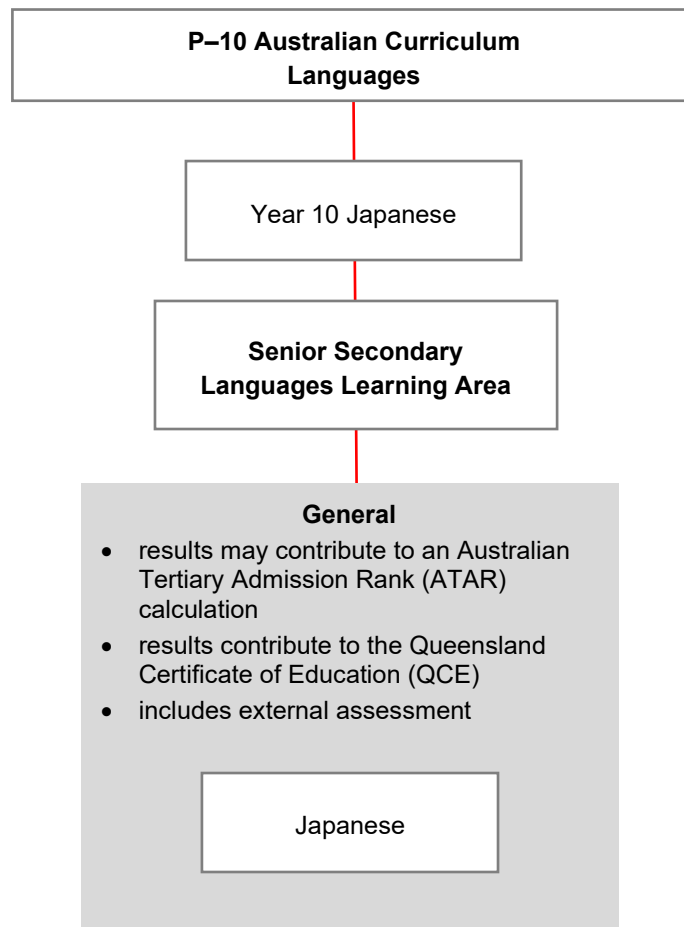
Students will acquire specialist knowledge and skills that transfer into the Senior offerings of Certificate II in Engineering, Certificate II in Manufacturing, Furnishing Skills, Industrial Graphics Skills, and Design.

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Card Box <ul style="list-style-type: none">• Design and produce a wooden box capable of holding a pack of cards at each end.• Skill development in the use of traditional hand tools to produce dovetail joints to a high standard, developing knowledge of measurements, dimensions and parts.• Refine ideas for lid and feet design.	CO2 Dragsters <ul style="list-style-type: none">• Investigate the engineering principles of mass, friction & drag to design and produce the fastest possible CO2 Dragster.• Develop, implement and review a project management plan.	Table Tennis Kit <ul style="list-style-type: none">• Design and manufacture a table tennis kit to provided specifications.• Develop, implement and review a project management plan.• Evaluate against pre-determined specifications.	Wooden Burr Puzzle <ul style="list-style-type: none">• Interpret Workshop drawings to manufacture a wooden Burr Puzzle.• Develop, implement and review a project management plan.• Evaluate against pre-determined specifications.
Project/Investigation <ul style="list-style-type: none">• Written responses that may include graphical representations 400–600 words.• 4–6 A3 pages or equivalent digital media that may include graphical representations with annotations.• Designed solution as negotiated.• Practical as negotiated.			



Pathways for Languages





JAPANESE - JAP

About the Subject

COURSE OVERVIEW

The Year 10 Japanese course is designed to build on students' past learning experiences from Years 7, 8 and 9.

This course involves students contributing to and extending interactions in Japanese language in increasingly unfamiliar contexts related to a range of interests and issues. Students will continue to extend their study and practice of reading, writing, speaking and understanding Japanese language and culture. Students will communicate their knowledge and skills in written and spoken formats and structure responses according to appropriate context and settings.

COURSE STRUCTURE

The topics studied across the year include:

Semester One

- Japanese Lifestyle
- Japanese Culture

Semester Two

- Japanese Work life
- Exchange program interview

ASSESSMENT TECHNIQUES

Given the nature of the course students will be assessed in four areas:

- Speaking
- Writing
- Reading
- Listening

SPECIAL REQUIREMENTS

Due to the extensive use of script (hiragana, katakana and kanji) it is expected that students will have prior Japanese learning. However, special consideration to entry at this time may sometimes be given in consultation with student and parents.

Laptops will be used in this course. It is compulsory for students choosing this subject to attend every lesson with a laptop. For minimum laptop requirements, refer to the document "Laptops at Chancellor State College" under Related links on the College website.

<https://chancellorsc.eq.edu.au/Extracurricular/Computerandinternet/Pages/Computerandinternet.aspx>

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Seikatsu	Bunka	Shigoto	Mensetsu
Short response exam	Short response exam	Extended response written	Spoken exam (interview)

**VET****CERTIFICATE II IN SKILLS FOR WORK AND VOCATIONAL PATHWAYS - FSK****QUALIFICATION: FSK20119 CERTIFICATE II IN SKILLS FOR WORK AND VOCATIONAL PATHWAYS****COURSE OVERVIEW**

This qualification is an optional program for Year 10 students and is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. Students will gain knowledge regarding career planning, resume writing, workplace communication and interview skills.

It is suitable for individuals who require:

- a pathway to employment or vocational training
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.

DURATION

One year depending on timetable.

COURSE UNITS

UNIT CODE	UNIT NAME
FSKLRG007	Use strategies to identify job opportunities
FSKLRG009	Use strategies to respond to routine workplace problems
FSKLRG010	Use routine strategies for career planning
FSKLRG011	Use routine strategies for work related learning
FSKRDG002	Read and respond to short and simple workplace signs and symbols
SIRXHWB001	Maintain personal health and wellbeing
FSKRDG008	Read and respond to information in routine visual and graphic texts
FSKRDG009	Read and respond to routine standard operating procedures
FSKWTG008	Complete routine workplace formatted texts
FSKWTG001	Complete personal details on extremely simple and short workplace forms
FSKDIG001	Use digital technology for short and basic workplace tasks
FSKNUM001	Use beginning whole number skills up to 100 for work
TKLIK2003	Apply keyboard skills
SIRXWHS001	Work Safely

CAREER OPPORTUNITIES & PATHWAYS

This is an entry level course to the world of work and to all other Certificate II courses and above. The skills and knowledge delivered in this course are highly sort after from all employers.

Disclaimer: "The College must have certain teachers and equipment to run this course. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualifications. The school retains the right to cancel the vocational component of the course if it is unable to meet requirements."

Date Published: 9/06/2025

Details are correct at time of publication but subject to change

CERTIFICATE I IN BASIC FINANCIAL LITERACY - FNS

QUALIFICATION: FNS10120 CERTIFICATE I IN BASIC FINANCIAL LITERACY

COURSE OVERVIEW

This qualification forms part of the Year 10 tutorial program and is designed to facilitate an understanding of the Australian financial services marketplace and personal financial situations to address the need of increased nationwide financial literacy

DURATION

One semester depending on timetable.

COURSE UNITS

UNIT CODE	UNIT NAME
FNSFLT211	Develop and use a personal budget
FNSFLT212	Develop and use a savings plan
FNSFLT213	Develop knowledge of debt and consumer credit
FNSFLT214	Develop knowledge of superannuation
FNSFLT215	Develop knowledge of the Australian financial system and markets
FNSFLT216	Develop knowledge of taxation

CAREER OPPORTUNITIES & PATHWAYS

This course has wide application and may be used in workplaces, schools, adult and community learning organisations or registered training organisations to build the financial literacy of learners. It may also be used as part of pre-vocational or new apprenticeship programs, or as part of services provided by counselling or advisory organisations. It does not have an industry employment outcome.

Disclaimer: "The College must have certain teachers and equipment to run this course. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualifications. The school retains the right to cancel the vocational component of the course if it is unable to meet requirements."

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