CHANCELLOR STATE COLLEGE

The best we can be

2026

Year 11 / 12 Subject Handbook

CARE COURTESY COOPERATION COMMITMENT CHALLENGE

Welcome to our Senior School Pathways

As students' progress into Years 11 and 12, they enter a critical phase of their educational journey, one that shapes their future aspirations and prepares them for life beyond school. At Chancellor State College, we are proud to offer a comprehensive and diverse range of senior pathways that reflect national curriculum reforms and respond to the evolving demands of senior schooling.

Our programs are designed to support each student in achieving the Queensland Certificate of Education (QCE). To optimise this outcome, students and families are encouraged to carefully consider subject combinations, prerequisite requirements, individual capabilities, commitment to study, and long-term goals. A thorough and structured Student Education and Training Pathway (SETP) planning process is undertaken in Year 10 to ensure students are well-informed and positioned for academic success.

Chancellor State College provides a broad spectrum of academic and vocational options, including:

- General and Applied subjects aligned with QCAA syllabus documents
- Certificate I, II, and III courses delivered on campus
- School-based apprenticeships and traineeships (SATs)
- TAFE and external RTO offerings – Certificate II, III, IV, and Diploma
- University programs (e.g., USC Headstart, CQU SUN)
- Collaborative partnerships with other local state secondary schools

We maintain strong and evolving relationships with the University of the Sunshine Coast (USC), the Sunshine Coast Institute of TAFE, and other external learning providers. These partnerships enhance student access to real-world learning experiences and broaden their post-school opportunities.

We welcome each family to this exciting and challenging phase of senior learning. The award-winning integrated curriculum framework developed across our Primary and Junior Secondary years has laid a strong foundation for cultivating independent, responsible, and capable learners. Our teaching practices are aligned with global best standards, and our professional development framework ensures that our educators continue to deliver high-quality learning experiences. At Chancellor, quality teaching is the cornerstone of our Achievement Agenda and a key driver of student success.

This handbook is intended to support families in navigating the senior phase of learning. We invite you to explore the options available and engage with our staff as you guide your child through their pathway selection for Years 11 and 12.

We look forward to supporting your child to become the Best They Can Be.

Yours sincerely

Brad Roberts
Executive Principal

Greg Prestwidge
Principal
Secondary Campus

Philippa Walker
Deputy Principal

Crystal Caton
Deputy Principal

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Process of Senior Pathways Selection

- Students will receive a Pathways Financial Commitment Form and key information.
- This will be completed during SET planning or enrolment interview and signed by the parent/carer. Students also complete the online subject selection through OneSchool as part of their SET plan.
- Students may seek counselling from Heads of Departments, Administration members and our Guidance Officers to ensure they create a 'balanced' program of study that maximises future options. SET plan meetings are offered to cater for this requirement during Term 3 of Year 10.
- The pathways selection form **must** be returned by the **due date** indicated on the form to the Administration office.
- 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 11/12 - QCAA

Deputy Principal – Year 10 - VET

Guidance Officers

Head of Department – Vocational Education and Training (VET)

Head of Department – Senior Schooling

Head of Department – English

Head of Department – Mathematics

Head of Department – Science

Head of Department – Humanities

Head of Department –Technologies

Head of Department – Digital Learning

Head of Department – Creative Industries

Head of Department – Health and Performance

Head of Department – Global Schooling

Subject Fees

Why Are Subject Fees Required?

At Chancellor State College, core learning costs, such as teaching, administration, and curriculum resources are funded through government grants and the Student Resource Scheme (SRS).

However, some subjects, particularly VET Certificate courses or programs involving specialist materials, external providers, or industry-standard resources require additional funding not covered by these sources.

In these cases, subject fees are charged to recover the actual cost of delivering the program. All fees are set in line with Department of Education policies and are reviewed to ensure they are necessary and reasonable.

Important Note: VET Certificate Courses

- Certificate course fees must be paid to the College upon enrolment and before the course begins.
- If payment is not received by Week 3, Term 1, students will be required to select another subject.
- Once fees are transferred to an external provider, they are non-refundable.

Student Resource Scheme (SRS) Fees

Student Resource Scheme (SRS) funding does not extend to individual student resources such as textbooks, equipment for personal use, and items used/consumed by the student in the classroom. Supply of these items is the responsibility of parents. To provide parents with a cost-effective alternative to purchasing textbooks and/or resources elsewhere, Chancellor State College operates an SRS for 2026.

If you have any questions or require support, please contact the College Finance Office.

Senior Pathway and SET Planning Guide

Each student will select an intended learning option. This is either the Queensland Certificate of Education (QCE) or the Queensland Certificate Individual Achievement (QCIA).

Students' subject selections into Years 11 & 12 should reflect their areas of interest and capability. Students intending to go to tertiary study after Year 12 should also check if their chosen university course has prerequisite subjects that must be studied in Year 11/12.

Students should ensure that they have met the prerequisites grades of subjects studied in Year 10 prior to selecting. If they have not met the prerequisite have an alternative subject selected; should they not meet the prerequisite by the end of Year 10.

All students must select and pass a unit of a Mathematics and English subject to be eligible to achieve a QCE.

Senior Learning Pathways - QCE

ATAR Pathway	Future Skills Pathway
Students wishing to pursue further study at university may choose an ATAR pathway. The ATAR is the score that is used nationally for university entry and is calculated at the end of year 12 based on a student's final results by QTAC. In choosing an ATAR pathway students must study an English and a minimum of 4 General subjects. Students may then choose up to 6 General subject and may include a Cert III qualification or applied subject. We also offer students the opportunity to engage in preparatory university course in Year 12 through a range of partnerships with local Universities.	Students wishing to pursue further study through non-ATAR University, TAFE, RTOs, Traineeships or Apprenticeships should engage in career discussion with our guidance officers to determine the best combinations of subjects to support them in engaging with their pathways. Students can also work with our Industry Liaison Officer to find opportunities to complete school-based Apprenticeships and Traineeships. Students wishing to move from school to work should focus on selecting subjects that they find interesting and have previously experienced success in. Students should also connect with our Industry Liaison Officer to identify opportunities to engage with part-time or casual work to support their transition to full time work post school. Students may select a combination of 6 Applied, General and Certificate subjects. Two of these subjects will be a Math and English subject to ensure the student can achieve the literacy and numeracy requirements of the QCE.
Checklists	
☐ Select General English or Literature ☐ Select a General Math Subject ☐ Select at least 2 and up to 4 other General Subjects ☐ Optional – Select 1 Applied subject or an additional certificate qualification. ☐ Check that Prerequisites for all subjects have been met or approval has been granted by the subject HOD. ☐ A total of 6 subjects selected. ☐ If only 4 or 5 General Subjects selected, a Certificate III Qualification or higher is recommended.	☐ Select English or Essential English ☐ Select Mathematical Methods, General Math or Essential Math ☐ Select no more than 3 General subjects **or** ☐ Select up to 4 Applied Subjects **or** ☐ Select up to 4 Certificates ☐ Check that Prerequisites for all subjects have been met or approval has been granted by the subject HOD. ☐ A total of 6 subjects selected ☐ Check combinations of Cert II courses and applied subjects for duplication of learning.

Note: *Students choosing to study an additional TAFE subject, engage in a School Based Traineeship or Apprenticeship or Headstart are to select a subject on each line, except where they are already engaged in study or SBT/SBA. Independent Learning options are considered for students on an individual basis and an ILO application and agreement can be completed when applying for TAFE, SBT/SBA or Headstart.*

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Senior Pathway and SET Planning Guide

Senior Learning Pathways – QCIA

Students undertaking a QCIA intended learning option will complete an individual learning program during their Senior Secondary Schooling. Eligible students with their parents/carers will work collaboratively with the HOSES and the Case Manager to determine whether a QCIA pathway is in the student's best interest. Students working towards a QCIA by the end of Year 12 may also record their learning as credit towards a QCE to be achieved and issued post-school.

Guidelines

Students may:

- ☐ Complete **a maximum of three QCE** contributing studies from the core learning category regardless of level of achievement. (Including Applied subjects, Certificate II and Certificate III qualifications)
- ☐ Complete other preparatory learning or Certificate I qualifications.
- ☐ Complete individualised programs within an Applied subject.
- ☐ Complete individualised alternate subjects.

Future Skills Pathway
Students wishing to pursue further study through TAFE, RTOs, Traineeships or Apprenticeships should engage in career discussion with our guidance officers to determine the best combinations of subjects to support them in engaging with their pathways. Students can also work with our Industry Liaison Officer to find opportunities to complete school-based Apprenticeships and Traineeships. Students wishing to move from school to work should focus on selecting subjects that they find interesting and have previously experienced success in. Students should also connect with our Industry Liaison Officer to identify opportunities to engage with part-time or casual work to support their transition to full time work post school.

Checklists

- ☐ Select Essential English, Short Course English or QCIA Literacy
- ☐ Select Essential Math, Short Course in Math or QCIA Numeracy
- ☐ Select up to 3 Applied Subjects
- ☐ Select up to 3 Certificates
- ☐ Check combinations of Cert II courses and applied subjects for duplication of learning.
- ☐ Check no more than 3 core category selection have been made.

Note: *Students choosing to study an additional TAFE subject or engage in a School Based Traineeship or Apprenticeship are to select a subject on each line. Students should also work with their case manager or HOSES prior to enrolling in either of these options as they may become ineligible for a QCIA.*

Prerequisites for Year 11 and 12 Subjects

The table provides recommended prerequisites as to which Year 10 Subjects, including minimum levels of achievement, support successful studies in Year 11 and 12 subjects.

GENERAL SUBJECT	PREREQUISITE
ANCIENT HISTORY	Minimum C achievement in Year 10 Humanities.
BIOLOGY	Minimum C achievement in Year 10 Science. Extension Science an advantage but not essential.
BUSINESS	Minimum C achievement in Year 10 English.
CHEMISTRY	Minimum C achievement in Year 10 Science. Extension Science an advantage but not essential.
DESIGN	Minimum C achievement in Year 10 English.
DRAMA	Minimum C achievement in Year 10 English. Year 10 Drama an advantage but not essential.
ECONOMICS	Minimum C achievement in Year 10 Humanities.
ENGINEERING	Minimum C achievement in Year 10 Science.
ENGLISH	Minimum C achievement in Year 10 English.
FILM, TV and NEW MEDIA	Minimum C achievement in Year 10 English. Competent IT Skills. Year 10 Media Arts an advantage but not essential.
HEALTH	Minimum C achievement in Year 10 English. Year 10 Health an advantage but not essential.
JAPANESE	Minimum C achievement in Year 10 Japanese.
LEGAL STUDIES	Minimum C achievement in Year 10 Humanities.
LITERATURE	Minimum C achievement in Year 10 English.
MARINE SCIENCE	Minimum C achievement in Year 10 Science.
GENERAL MATHEMATICS	Minimum C achievement in Year 10 Mathematics.
MATHEMATICAL METHODS	Minimum B achievement in Year 10 Extension Mathematics.
SPECIALIST MATHEMATICS	Minimum B achievement in Year 10 Extension Mathematics.
MODERN HISTORY	Minimum C achievement in Year 10 Humanities.
MUSIC	Minimum C achievement in Year 10 Music or study of music outside of school or Instrumental Music Program.
MUSIC EXTENSION (YEAR 12)	Minimum B achievement in Year 11 Music.
PHYSICAL EDUCATION	Minimum C achievement in Year 10 English. Successful completion of Year 10 HPE an advantage but not essential.
PHYSICS	Minimum C achievement in Year 10 Science. Extension Science an advantage but not essential.
PSYCHOLOGY	Minimum C achievement in Year 10 Science. Extension Science an advantage but not essential.
PSYCHOLOGY – Units 3 & 4	Completion of Unit 1 & 2 in Psychology in Year 10.
VISUAL ART	Minimum C achievement in Year 10 English. Year 10 Visual Art an advantage but not essential.
APPLIED SUBJECT	
ESSENTIAL ENGLISH	Nil
ESSENTIAL MATHEMATICS	Nil
AQUATIC PRACTICES	Nil
FURNISHING SKILLS	Minimum C level of achievement, accompanied by a proven safety ethic and willingness to follow instruction in previous ITD classes (Minimum Satisfactory rating for effort and behaviour).
HOSPITALITY PRACTICES	Nil
INDUSTRIAL GRAPHICS SKILLS	Nil
SCIENCE IN PRACTICE	Nil
SOCIAL AND COMMUNITY STUDIES	Nil
SPORT AND RECREATION	Nil.
VISUAL ARTS IN PRACTICE	General commitment to visual arts practice.
FOOTBALL DEVELOPMENT PROGRAM	Line 6 – Football/Futsal Development Program classes by application only.
VET SUBJECT - CSC	**PREREQUISITES**
CERTIFICATE II IN ENGINEERING PATHWAYS	Minimum C level of achievement, accompanied by a proven safety ethic and willingness to follow instruction in previous ITD classes (Minimum Satisfactory rating for effort and behaviour).

CERTIFICATE II IN MANUFACTURING TECHNOLOGY	Minimum C level of achievement, accompanied by a proven safety ethic and willingness to follow instruction in previous ITD classes (Minimum Satisfactory rating for effort and behaviour).
VET SUBJECT – External	**PREREQUISITES**
CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE (Deception Bay SHS)	A commitment to working in BOTH theoretical and practical (work placement) aspects of the course.
CERTIFICATE III IN FITNESS (FitEd)	Successful application only.
CERTIFICATE III IN SPORT & RECREATION (Binnacle)	A commitment to working in BOTH practical and theoretical aspects of the course.
CERTIFICATE III IN BUSINESS (Binnacle)	Completion of Certificate II in Business preferred.
DIPLOMA OF BUSINESS (Prestige)	Minimum B achievement in English

NB – Students who **do not** meet the minimum prerequisites will be eligible for a SET plan review at the end of Semester 2. If they still do not meet the minimum prerequisites, students may request entry into a subject via a formal written request to the Campus Principal.

Other subjects may be available to students via other providers. Costs may be involved.

Distance Ed - https://education.qld.gov.au/schools-educators/distance-education Check Handbooks for options. Enrolments are not guaranteed and are via application.

Virtual Academy – Note your interest in a subject at another Sunshine Coast State school at SET planning. DP Year 10 will follow-up later in Term 3.

TAFE@School - https://tafeqld.edu.au/courses/ways-to-study/tafe-at-school Check the website for course available on the Sunshine Coast.

Registered Training Organisations – Discuss options based on your interest with Jacinta Hesse: Industry Liaison Officer

Ancient History – AHS11

Faculty	Humanities	Prerequisite	C Humanities

About the Subject

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Pathways

A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

Links

About Ancient History at CSC

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world • Digging up the past - Archaeology and Ancient Societies • Depth Study — The Viking Age	**Personalities in their time** • Hatshepsut – Pharoah of the Eighteenth Dynasty • Alexander the Great of Macedon	**Reconstructing the ancient world** • Early Imperial Rome • The 'Fall' of the Western Roman Empire	**People, power and authority** • Greece — the Persian Wars • Julius Caesar — Consul or Tyrant?
Extended response exam (2 hours) **Independent source investigation (2000 words)**	**Historical essay based on research (2000 words)** **Short response exam (2 hours)**	**IA1 –** Examination – essay in response to a historical source (25%) **IA2** – Independent source investigation (25%)	**IA3 –** Investigation – historical essay based on research (25%) **EA** - Examination – short response to historical sources (25%)
1 QCE Credit – Upon Satisfactory Completion	*1 QCE Credit – Upon Satisfactory Completion*	*2 QCE Credits upon satisfactory completion of both Units*	

Biology – BIO11

Faculty	Science	Prerequisite	C Science

About the Subject

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Links

About Biology at CSC

Units of Study Structure

<table>
<tr><th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr>
<tr><td>Cells and multicellular organisms
• Cells as the basis of life
• Multicellular organisms</td><td>Maintaining the internal environment
• Homeostasis
• Infectious diseases</td><td>Biodiversity and the interconnectedness of life
• Describing biodiversity
• Ecosystem dynamics</td><td>Heredity and continuity of life
• DNA, genes and the continuity of life
• Continuity of life on Earth</td></tr>
<tr><td rowspan="2">Data Test (70 minutes)
Student Experiment (2000 words)</td><td rowspan="2">Research Investigation (2000 words)
Exam (2 hours)</td><td>IA1 - Examination — data test (10%)
IA2 – Student Experiment (20%)</td><td>IA3 – Research Investigation (20%)</td></tr>
<tr><td colspan="2">EA - Examination (50%)</td></tr>
<tr><td>1 QCE Credit – Upon Satisfactory Completion</td><td>1 QCE Credit – Upon Satisfactory Completion</td><td colspan="2">2 QCE Credits upon satisfactory completion of both Units</td></tr>
</table>

Business – BUS11

Faculty	Digital Learning	Prerequisite	C English

About the Subject

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

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

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

Pathways

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

Links

About Business at CSC

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation • Fundamentals of business • Creation of business ideas	**Business growth** • Establishment of a business • Entering markets	**Business diversification** • Competitive markets • Strategic development	**Business evolution** • Repositioning a business • Transformation of a business
Exam (2 hours) **Combination – Business report (2000 words)**	**Extended response (2000 words)** **Exam (2 hours)**	**IA1 -** Examination — combination response (25%) **IA2** – Business report (25%)	**IA3 – F**easibility report (25%) **EA** - Examination — combination response (25%)
1 QCE Credit – Upon Satisfactory Completion	*1 QCE Credit – Upon Satisfactory Completion*	*2 QCE Credits upon satisfactory completion of both Units*	

Chemistry – CHM11

Faculty	Science	Prerequisite	C Science

About the Subject

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

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

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

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

Pathways

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

Links

About Chemistry at CSC

Units of Study Structure

<table>
<tr><th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr>
<tr><td>Chemical fundamentals — structure, properties and reactions
Properties and structure of atoms
Properties and structure of materials
Chemical reactions — reactants, products and energy change</td><td>Molecular interactions and reactions
Intermolecular forces and gases
Aqueous solutions and acidity
Rates of chemical reactions</td><td>Equilibrium, acids and redox reactions
Chemical equilibrium systems
Oxidation and reduction</td><td>Structure, synthesis and design
Properties and structure of organic materials
Chemical synthesis and design</td></tr>
<tr><td rowspan="2">Student Experiment (1500 - 2000 words)</td><td rowspan="2">Research Investigation (1500 - 2000 words)
Exam (2 hours)</td><td>IA1 - Examination — data test (10%)
IA2 – Student Experiment (20%)</td><td>IA3 – Research Investigation (20%)</td></tr>
<tr><td colspan="2">EA - Examination (50%)</td></tr>
<tr><td>1 QCE Credit – Upon Satisfactory Completion</td><td>1 QCE Credit – Upon Satisfactory Completion</td><td colspan="2">2 QCE Credits upon satisfactory completion of both Units</td></tr>
</table>

Design – DES11

Faculty	Technologies	Prerequisite	C English

About the Subject

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

Pathways

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Links

About Design at CSC

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder-centred design • Designing for others	**Commercial design influences** • Responding to needs and wants	**Human-centred design** • Designing with empathy	**Sustainable design influences** • Responding to opportunities
Exam (1.5 hours) **Project (2000 words)**	**Project (2000 words)** **Exam (2 hours)**	**IA1 -** Examination — design challenge (20%) **IA2** – Project (30%)	**IA3 –** Project (25%) **EA** - Examination — extended response (25%)
1 QCE Credit – Upon Satisfactory Completion	*1 QCE Credit – Upon Satisfactory Completion*	*2 QCE Credits upon satisfactory completion of both Units*	

Drama – DRA11

Faculty	Creative Industries	Prerequisite	C English

About the Subject

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Across the course of study, students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes.

Pathways

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

Links

About Drama at CSC

Units of Study Structure

<table>
<tr><th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr>
<tr><td>Share
cultural inheritances of storytelling
oral history and emerging practices
a range of linear and non-linear forms</td><td>Reflect
Realism, including Magical Realism, Australian Gothic
associated conventions of styles and texts</td><td>Challenge
Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre
associated conventions of styles and texts</td><td>Transform
contemporary performance
associated conventions of styles and texts
inherited texts as stimulus</td></tr>
<tr><td rowspan="2">FIA1 - Performance
FIA2 – Project – dramatic concept</td><td rowspan="2">FIA3 – Project – practice-led project
FIA4 – Examination</td><td>IA1 - Performance (20%)
IA2 – Project – dramatic concept (20%)</td><td>IA3 – Project – practice-led project (35%)</td></tr>
<tr><td colspan="2">EA - Examination (25%)</td></tr>
<tr><td>1 QCE Credit – Upon Satisfactory Completion</td><td>1 QCE Credit – Upon Satisfactory Completion</td><td colspan="2">2 QCE Credits upon satisfactory completion of both Units</td></tr>
</table>

Economics – ECN11

Faculty	Humanities	Prerequisite	C Humanities

About the Subject

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

Links

About Economics at CSC

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models • The basic economic problem • Economic flows • Market forces	**Modified markets** • Markets and efficiency • Case options of market measures and strategies	**International economics** • International trade • Global economic issues	**Contemporary macroeconomics** • Macroeconomic objectives and theory • Economic indicators and past budget stances • Economic management
Exam (2 hours) **Project (2000 words)**	**Exam (2 hours)** **Exam (2 hours)**	IA1 – Examination — combination response (25%) **IA2** – Investigation – research report (25%)	**IA3 –** Examination – extended response to stimulus (25%) **EA** - Examination — combination response (25%)
1 QCE Credit – Upon Satisfactory Completion	*1 QCE Credit – Upon Satisfactory Completion*	*2 QCE Credits upon satisfactory completion of both Units*	

Engineering – EGR11

Faculty	Technologies	Prerequisite	C Science

About the Subject

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.

Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Pathways

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

Links

About Engineering at CSC

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals and society • Engineering history • The problem-solving process in Engineering • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials	**Emerging technologies** • Emerging needs • Emerging processes and machinery • Emerging materials • Exploring autonomy	**Statics of structures and environmental considerations** • Application of the problem-solving process in Engineering • Civil structures and the environment • Civil structures, materials and forces	**Machines and mechanisms** • Machines in society • Materials • Machine control
Exam (2 hours) **Project (7-9 x A3 pages)**	**Project (7-9 x A3 pages)** **Exam (2 hours)**	**IA1 –** Project - folio (25%) **IA2** – Examination (25%)	**IA3 –** Project - folio (25%) **EA** - Examination (25%)
1 QCE Credit – Upon Satisfactory Completion	*1 QCE Credit – Upon Satisfactory Completion*	*2 QCE Credits upon satisfactory completion of both Units*	

English – ENG11

Faculty	English	Prerequisite	C English

About the Subject

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

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

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

Pathways

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

Links

About English at CSC

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts	**Texts and culture** • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts	**Textual connections** • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts	**Close study of literary texts** • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts
Assignment (1500 words)	**Examination (2.25 hours)** **Examination (2.25 hours)**	**IA1 –** Extended response – persuasive spoken response (25%) **IA2** - Extended response – written response for a public audience (25%)	**IA3 –** Extended response – imaginative written response (25%) **EA** - Examination – analytical written response (25%)
1 QCE Credit – Upon Satisfactory Completion	*1 QCE Credit – Upon Satisfactory Completion*	*2 QCE Credits upon satisfactory completion of both Units*	

Film, Television & New Media – FTM11

Faculty	Creative Industries	Prerequisite	C English

About the Subject

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

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

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

Pathways

Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, advertising, arts administration and management, communication, design, education, film and television, and public relations.

Links

About Film, Television and New Media at CSC

Units of Study Structure

<table>
<tr><th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr>
<tr><td>Foundation
Dystopian Film
focus on technical and symbolic codes and conventions used in the construction of moving-image media products</td><td>Stories
Genre Film & TV
focus on how representations and languages engage audiences in stories.</td><td>Participation
Multi-Platform Media
focus on technologies and institutions that benefit and limit audience participation, considering the social, cultural, political, economic and institutional factors that influence participation.</td><td>Artistry
Experimental Film
focus on use of moving-image media technologies, representations and languages to express, explore and question their artistic identity.</td></tr>
<tr><td rowspan="2">Case Study (1500 words)
Project (Design and Production)</td><td rowspan="2">Project (Statement of Intent, Design and Production)
Exam (2 hours)</td><td>IA1 – Case Study Investigation (15%)
IA2 – multi-platform project (25%)</td><td>IA3 – Stylistic project (35%)</td></tr>
<tr><td colspan="2">EA - Examination (25%)</td></tr>
<tr><td>1 QCE Credit – Upon Satisfactory Completion</td><td>1 QCE Credit – Upon Satisfactory Completion</td><td colspan="2">2 QCE Credits upon satisfactory completion of both Units</td></tr>
</table>

Health – HEA11

Faculty	Health & Performance	Prerequisite	C English

About the Subject

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion

Pathways

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

Links

About Health at CSC

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	**Peers and family as resources for healthy living** • Alcohol (elective) • Body image (elective)	**Community as a resource for healthy living** • Homelessness (elective) • Road safety (elective) • Anxiety (elective)	**Respectful relationships in the post-schooling transition**
Investigation (2000 words) **Exam (2 hours)**	**Investigation (2000 words)** **Exam (2 hours)**	**IA1 –** Investigation – action research (25%) **IA2** – Examination – extended response (25%)	**IA3 –** Investigation – analytical exposition (25%) **EA** - Examination – (25%)
1 QCE Credit – Upon Satisfactory Completion	*1 QCE Credit – Upon Satisfactory Completion*	*2 QCE Credits upon satisfactory completion of both Units*	

Japanese – JAP11

Faculty	Global Schooling	Prerequisite	C Japanese

About the Subject

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

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

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

Pathways

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

Links

About Japanese at CSC

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし **My world** • Family/carers and friends • Lifestyle and leisure • Education	**私達のまわり** **Exploring our world** • Travel • Technology and media • The contribution of Japanese culture to the world	**私達の社会** **Our society** • Roles and relationships • Socialising and connecting with my peers • Groups in society	**私の将来** **My future** • Finishing secondary school, plans and reflections • Responsibilities and moving on
Examination (90 minutes) **Combined examination and project (short and extended response)**	**Project (4-8 minutes)** **Examination (1.25 hours)**	**IA1 –** Examination – short response (15%) **IA2** – Examination – combination response (30%)	**IA3 –** Extended response (30%) **EA** - Examination – combination response (25%)
1 QCE Credit – Upon Satisfactory Completion	*1 QCE Credit – Upon Satisfactory Completion*	*2 QCE Credits upon satisfactory completion of both Units*	

Legal Studies – LEG11

Faculty	Humanities	Prerequisite	C English

About the Subject

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develop are universally valued in business, health, science and engineering industries.

Links

About Legal Studies at CSC

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	**Balance of probabilities** • Civil law foundations • Contractual obligations • Negligence and the duty of care	**Law, governance and change** • Governance in Australia • Law reform within a dynamic society	**Human rights in legal contexts** • Human rights • The effectiveness of international law • Human rights in Australian contexts
Exam (2 hours) **Project (2000 words)**	**Project (2000 words)** **Exam (2 hours)**	**IA1 –** Examination – combination response (25%) **IA2** – Investigation – inquiry report (25%)	**IA3 –** Investigation – argumentative essay (25%) **EA** - Examination – combination response (25%)
1 QCE Credit – Upon Satisfactory Completion	*1 QCE Credit – Upon Satisfactory Completion*	*2 QCE Credits upon satisfactory completion of both Units*	

Literature – LIT11

Faculty	English	Prerequisite	C English

About the Subject

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

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

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

Pathways

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

Links

About Literature at CSC

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	**Texts and culture** • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts	**Literature and identity** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	**Independent explorations** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts
Examination (2.25 hours) **Assignment (5-9 minutes)**	**Assignment (1500 - 2000 words)** **Examination (2.25 hours)**	**IA1 –** Extended response – imaginative spoken/multimodal response (25%) **IA2** –Examination – analytical written response (25%)	**IA3 –** Extended response – imaginative written response (25%) **EA** - Examination – analytical written response (25%)
1 QCE Credit – Upon Satisfactory Completion	*1 QCE Credit – Upon Satisfactory Completion*	*2 QCE Credits upon satisfactory completion of both Units*	

Marine Science – MRN11

Faculty	Science	Prerequisite	C Science

About the Subject

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources.

Students develop their understanding of oceanography. They engage with the concept of marine biology. They study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked with ocean issues and resource management where students apply knowledge to consider the future of our oceans and techniques for managing fisheries.

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

Pathways

A course of study in Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Links

About Marine Science at CSC

Units of Study Structure

<table>
<tr><th>Unit 2</th><th>Unit 1</th><th>Unit 3</th><th>Unit 4</th></tr>
<tr><td>Marine biology
• Marine ecology and biodiversity
• Marine environmental management</td><td>Oceanography
• An ocean planet
• The dynamic shore</td><td>Marine systems — connections and change
• The reef and beyond
• Changes on the reef</td><td>Ocean issues and resource management
• Oceans of the future
• Managing fisheries</td></tr>
<tr><td rowspan="2">Student Experiment (2000 words)</td><td rowspan="2">Research Investigation (2000 words)
Exam (2 hours)</td><td>IA1 - Examination — data test (10%)
IA2 – Student Experiment (20%)</td><td>IA3 – Research Investigation (20%)</td></tr>
<tr><td colspan="2">EA – Examination (50%)</td></tr>
<tr><td>1 QCE Credit – Upon Satisfactory Completion</td><td>1 QCE Credit – Upon Satisfactory Completion</td><td colspan="2">2 QCE Credits upon satisfactory completion of both Units</td></tr>
</table>

General Mathematics – MAG11

Faculty	Mathematics	Prerequisite	C Mathematics or Completed Ext Mathematics

About the Subject

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

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

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

Pathways

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

Links

About General Mathematics at CSC

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs	**Applications of linear equations, trigonometry, matrices, and univariate data** • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis 1 • Univariate data analysis 2	**Bivariate data and time series analysis, sequences and Earth geometry** • Bivariate data analysis 1 • Bivariate data analysis 2 • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**Investing and networking** • Loans, investments and annuities 1 • Loans, investments and annuities 2 • Graphs and networks • Networks and decision mathematics 1 • Networks and decision mathematics 2
FIA1 – PSMT (3 hours of class time, maximum 2000 words) **FIA2 – Examination** (2 hr + 5 mins perusal)	**FIA3 – Exam** (2 hr + 5 mins perusal)	**IA1 – PSMT (20%)** (3 hours of class time, maximum 2000 words) **IA2 – Examination (15%)** (90 mins + 5 mins perusal)	**IA3 – Examination (15%)** (90 mins + 5 mins perusal)
		EA – External Assessment – Unit 3 & 4 Exam (50%)	
1 QCE Credit – Upon Satisfactory Completion	*1 QCE Credit – Upon Satisfactory Completion*	*2 QCE Credits upon satisfactory completion of both Units*	

Mathematical Methods – MAM11

Faculty	Mathematics	Prerequisite	B Extension Mathematics

About the Subject

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

Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum.

Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

Pathways

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

Links

About Mathematical Methods at CSC

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, Algebra, functions, and probability • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability	**Calculus and further functions** • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation	**Further calculus and introduction to statistics** • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further application of differentiation • Introduction to integration • Discrete and random variables	**Further functions, trigonometry, and statistics** • Further integration • Trigonometric • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions
FIA1 – PSMT (3 hours of class time, maximum 2000 words) **FIA2 – Examination** (2 hr + 5 mins perusal)	**FIA3 – Exam** (2 hr + 5 mins perusal)	**IA1 – PSMT (20%)** (3 hours of class time, maximum 2000 words) **IA2 – Examination (15%)** (90 mins + 5 mins perusal)	**IA3 – Examination (15%)** (90 mins + 5 mins perusal)
		EA – External Assessment – Unit 3 & 4 Exam (50%)	
1 QCE Credit – Upon Satisfactory Completion	*1 QCE Credit – Upon Satisfactory Completion*	*2 QCE Credits upon satisfactory completion of both Units*	

Modern History – MHS11

Faculty	Humanities	Prerequisite	C Humanities

About the Subject

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

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures. Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations. Students gain a range of transferable skills that will help them become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

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

Links

About Modern History at CSC

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • Australian Frontier Wars, 1788–1930s • Russian Revolution, 1905–1920s	**Movements in the modern world** • African American civil rights movement, 1954–1968 • Apartheid governments and Anti-Apartheid movements	**National experiences in the modern world** • Germany,1914–1945 • Israel, 1948–1993	**International experiences in the modern world** • The Cold War, 1945–1991 • Australian engagement with Asia since 1945
Extended response exam (2 hours) **Independent source investigation (2000 words)**	**Historical essay based on research (2000 words)** **Short response exam (2 hours)**	**IA1 –** Examination – essay in response to a historical source (25%) **IA2** – Independent source investigation (25%)	**IA3 –** Investigation – historical essay based on research (25%) **EA** - Examination – short response to historical sources (25%)
1 QCE Credit – Upon Satisfactory Completion	*1 QCE Credit – Upon Satisfactory Completion*	*2 QCE Credits upon satisfactory completion of both Units*	

Music – MUS11

Faculty	Creative Industries	Prerequisite	C Music or Instrumental Music

About the Subject

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music. Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience. Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience. In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

Pathways

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience and learning in Music prepares students to engage in a multimodal world. A study of music provides students with opportunities to develop their intellect and personal growth and to contribute to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences. Studying music provides the basis for rich, lifelong learning.

Links

About Music at CSC

Units of Study Structure (Alternative Sequence)

<table>
<tr><th colspan="2">Year A</th><th colspan="2">Year B</th></tr>
<tr><th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr>
<tr>
<td>Designs
treatment and combination of different music elements
communicating meaning through performance and composition</td>
<td>Identities
Music elements, concepts and practices
cultural, political, social and personal identities</td>
<td>Innovations
incorporating innovative music practices to communicate</td>
<td>Narratives
manipulating music elements to communicate narratives
performing, composing and responding to music</td>
</tr>
<tr>
<td>FIA1 – Performance
FIA2 – Composition</td>
<td>FIA3 – Integrated project</td>
<td>IA1 – Performance (20%)
IA2 – Composition (20%)</td>
<td>IA3 – Integrated project (35%)</td>
</tr>
<tr>
<td colspan="2">FIA4 - Examination</td>
<td colspan="2">EA - Examination (25%)</td>
</tr>
<tr>
<td>1 QCE Credit – Upon Satisfactory Completion</td>
<td>1 QCE Credit – Upon Satisfactory Completion</td>
<td colspan="2">2 QCE Credits upon satisfactory completion of both Units</td>
</tr>
</table>

Music Extension – MUX12

Faculty	Creative Industries	Prerequisite	B Year 11 Music

About the Subject

The Music Extension syllabus provides an opportunity for students with specific abilities in music to extend their expertise. In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

The subject assumes that Units 1 and 2 of the General Music syllabus (or equivalent) have been studied before commencing this syllabus. 'Equivalent' refers to compatible interstate or overseas school Music syllabuses or qualifications. Students can choose to study either Composition or Performance.

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions. In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding.

Pathways

Music Extension prepares students for a future of unimagined possibilities, helping them to become self-motivated and emotionally aware. As they develop highly transferable and flexible skills, students become adaptable and innovative problem-solvers and collaborative team members who make informed decisions. Literacy in Music Extension is an essential skill for composers, musicologists and performers, and learning in Music Extension prepares students to engage in a multimodal world.

Units of Study Structure

Unit 3	Unit 4
Explore Key idea 1: Initiate best practice Key idea 2: Consolidate best practice • students enter into an apprenticeship and work towards realising their potential as composers or performers. As an apprentice, students will work alongside an expert, artisan and/or resource to explore their specialisation.	**Emerge** Key idea 3: Independent best practice • students draw on their experiences from Unit 3 to realise their potential as composers or performers. As emerging artists, students critically reflect on their musicianship and refine practice in an endeavour to discover their personal style as musicians. They operate with increasing independence and sophistication through independent application of the subject matter from Unit 3.
IA1 – Composition 1 or Performance 1 (20%) **IA2** – Composition 1 or Performance 2 (20%)	**IA3 –** Composition project or performance project (35%)
EA - Examination (25%)	
2 QCE Credits upon satisfactory completion of both Units	

Physical Education – PED11

Faculty	Health & Performance	Prerequisite	C English

About the Subject

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

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

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

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

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

Pathways

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

Links

About Physical Education at CSC

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity	**Sport psychology, equity and physical activity** • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers	**Tactical awareness, ethics and integrity and physical activity** • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity	**Energy, fitness and training and physical activity** • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity
Exam (2 hours) **Project (2000 words)**	**Investigation (2000 words)** **Investigation (2000 words)**	**IA1 –** Project - folio (25%) **IA2** – Investigation – report (25%)	**IA3 –** Project - folio (25%) **EA** - Examination – combination response (25%)
1 QCE Credit – Upon Satisfactory Completion	*1 QCE Credit – Upon Satisfactory Completion*	*2 QCE Credits upon satisfactory completion of both Units*	

Physics – PHY11

Faculty	Science	Prerequisite	C Science

About the Subject

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

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

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

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

Pathways

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

Links

About Physics at CSC

Units of Study Structure

<table>
<tr><th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr>
<tr><td>Thermal, nuclear and electrical physics
Heating processes
Ionising radiation and nuclear reactions Electrical circuits</td><td>Linear motion and waves
Linear motion and force
Waves</td><td>Gravity and electromagnetism
Gravity and motion
Electromagnetism</td><td>Revolutions in modern physics
Special relativity
Quantum theory
The Standard Model</td></tr>
<tr><td rowspan="2">Student Experiment (2000 words)</td><td rowspan="2">Research Investigation (2000 words)
Exam (2 hours)</td><td>IA1 - Examination — data test (10%)
IA2 – Student Experiment (20%)</td><td>IA3 – Research Investigation (20%)</td></tr>
<tr><td colspan="2">EA – Examination (50%)</td></tr>
<tr><td>1 QCE Credit – Upon Satisfactory Completion</td><td>1 QCE Credit – Upon Satisfactory Completion</td><td colspan="2">2 QCE Credits upon satisfactory completion of both Units</td></tr>
</table>

Psychology – PSY11

Faculty	Science	Prerequisite	C Science

About the Subject

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

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

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

Pathways

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

Links

About Psychology at CSC

Units of Study Structure

<table>
<tr><th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr>
<tr><td>Individual development
Psychological science A
The role of the brain
Cognitive development Human consciousness and sleep</td><td>Individual behaviour
Psychological science B
Intelligence
Diagnosis
Psychological disorders and treatments
Emotion and motivation</td><td>Individual thinking
Localisation of function in the brain
Visual perception
Memory
Learning</td><td>The influence of others
Social psychology
Interpersonal processes
Attitudes
Cross-cultural psychology</td></tr>
<tr><td rowspan="2">Student Experiment (2000 words)</td><td rowspan="2">Research Investigation (2000 words)
Exam (2 hours)</td><td>IA1 - Examination — data test (10%)
IA2 – Student Experiment (20%)</td><td>IA3 – Research Investigation (20%)</td></tr>
<tr><td colspan="2">EA – Examination (50%)</td></tr>
<tr><td>1 QCE Credit – Upon Satisfactory Completion</td><td>1 QCE Credit – Upon Satisfactory Completion</td><td colspan="2">2 QCE Credits upon satisfactory completion of both Units</td></tr>
</table>

Specialist Mathematics – MAS11

Faculty	Mathematics	Prerequisite	**B Extension Mathematics** Study with Mathematical Methods

About the Subject

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

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

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

Pathways

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

Links

About Specialist Mathematics at CSC

Units of Study Structure

<table>
<tr><th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr>
<tr><td>Combinatorics, proof, vectors and matrices
Combinatorics
Introduction to proof
Vectors in the plane
Algebra of vectors in 2 dimensions
Matrices</td><td>Complex numbers, further proof trigonometry, functions, and transformations
Complex numbers
Complex arithmetic and algebra
Circle and geometric proofs
Matrices and transformations</td><td>Further complex numbers, proof, vectors, and matrices
Further and complex numbers
Mathematical induction and trigonometric proofs
Vectors in two and three dimensions
Vector calculus
Further matrices</td><td>Further statistical and calculus inference
Integration techniques
Applications of integral calculus
Rates of change and differential equations
Modelling motion
Statistical inference</td></tr>
<tr><td rowspan="2">FIA1 – PSMT
(3 hours of class time, maximum 2000 words)
FIA2 – Examination
(2 hr + 5 mins perusal)</td><td rowspan="2">FIA3 – Exam
(2 hr + 5 mins perusal)</td><td>IA1 – PSMT (20%)
(3 hours of class time, maximum 2000 words)
IA2 – Examination (15%)
(90 mins + 5 mins perusal)</td><td>IA3 – Examination (15%)
(90 mins + 5 mins perusal)</td></tr>
<tr><td colspan="2">EA – External Assessment – Unit 3 & 4 Exam (50%)</td></tr>
<tr><td>1 QCE Credit – Upon Satisfactory Completion</td><td>1 QCE Credit – Upon Satisfactory Completion</td><td colspan="2">2 QCE Credits upon satisfactory completion of both Units</td></tr>
</table>

Visual Art – ART11

Faculty	Creative Industries	Prerequisite	C English

About the Subject

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Pathways

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

Links

About Visual Art at CSC

Units of Study Structure

<table>
<tr><th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr>
<tr><td>Art as lens
Through inquiry learning, the following are explored:
• Concept: lenses to explore the material world
• Contexts: personal and contemporary
• Focus: People, place, objects</td><td>Art as code
Through inquiry learning, the following are explored:
• Concept: art as a coded visual language
• Contexts: formal and cultural
• Focus: Codes, symbols, signs and art conventions</td><td>Art as knowledge
Through inquiry learning, the following are explored:
• Concept: constructing knowledge as artist and audience
• Contexts: contemporary, personal, cultural and/or formal
• Focus: student-directed</td><td>Art as alternate
Through inquiry learning, the following are explored:
• Concept: evolving alternate representations and meaning
• Contexts: contemporary and personal, cultural and/or formal
• Focus: continued exploration of Unit 3</td></tr>
<tr><td rowspan="2">Project (Art Folio)</td><td rowspan="2">Project (Art Folio)</td><td>IA1 – Investigation – inquiry phase 1 (20%)
IA2 – Investigation – inquiry phase 2 (25%)</td><td>IA3 – Project – inquiry phase 3 (30%)</td></tr>
<tr><td colspan="2">EA – Examination (25%)</td></tr>
<tr><td>1 QCE Credit – Upon Satisfactory Completion</td><td>1 QCE Credit – Upon Satisfactory Completion</td><td colspan="2">2 QCE Credits upon satisfactory completion of both Units</td></tr>
</table>

Aquatic Practices – AQP11

Faculty	Science	Prerequisite	NIL

About the Subject

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings.

Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

Pathways

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.

Links

About Aquatic Practices at CSC

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Aquaculture and Aquariums	Using the Aquatic Environment	Coastlines and Navigation	Recreational and Commercial Fishing
• Students investigate the best aquaculture species to be grown in the school tanks • Students grow the species selected in their investigation. Monitor growth rates and water quality	• Boating – respond to a boating emergency scenario • Snorkelling – Students select and investigate a snorkelling location on the Sunshine Coast	• Coastal Engineering and beaches – students investigate the various coastal engineering features on the Sunshine Coast • Navigation – students plan and plot a voyage	• Rec Fishing – Rod and crab pot construction • Camp mid Term 3 • Commercial Fishing – Students investigate a sustainable species and cook for class
1 QCE Credit – Upon Satisfactory Completion	*1 QCE Credit – Upon Satisfactory Completion*	*2 QCE Credits upon satisfactory completion of both Units*	

Essential English – ENE11

Faculty	English	Prerequisite	NIL

About the Subject

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

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

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

Pathways

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

Links

About Essential English at CSC

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	**Texts and human experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts
Exam (1.5 hours) **Assignment (4-6 minutes)**	**Assignment (4-6 minutes)** **Assignment (500-800 words)**	**IA1 –** Extended response – spoken/signed response **IA2** – Common internal assessment (CIA)	**IA3 –** Extended response – Multimodal response **IA4 –** Extended response – Written response
1 QCE Credit – Upon Satisfactory Completion	*1 QCE Credit – Upon Satisfactory Completion*	*2 QCE Credits upon satisfactory completion of both Units*	

Essential Mathematics – MAE11

Faculty	Mathematics	Prerequisite	NIL

About the Subject

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

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

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

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

Pathways

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

Links

About Essential Mathematics at CSC

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and money • Fundamental topic: Calculations • Number • Representing data • Graphs	**Date and travel** • Fundamental topic: Calculations • Data collection • Graphs • Time and motion	**Measurement, scales and chance** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Probability and relative frequencies	**Graphs, data and loans** • Fundamental topic: Calculations • Bivariate graphs • Summarising and comparing data • Loans and compound interest
Exam (2 hours) **Project (2000 words)**	**Project (2000 words)** **Exam (2 hours)**		
FIA1 – PSMT (8 hours of class time, maximum 1000 words) **FIA2 – Examination** (60 mins + 5 mins perusal)	**FIA3 – PSMT** (8 hours of class time, maximum 1000 words) **FIA4 – Examination** (60 mins + 5 mins perusal)	**IA1 – PSMT** (8 hours of class time, maximum 1000 words) **IA2 – Common Internal Assessment (CIA)** (60 mins + 5 mins perusal)	**IA3 – PSMT** (8 hours of class time, maximum 1000 words) **IA4 – Examination** (60 mins + 5 mins perusal)
1 QCE Credit – Upon Satisfactory Completion	*1 QCE Credit – Upon Satisfactory Completion*	*2 QCE Credits upon satisfactory completion of both Units*	

Furnishing Skills – FUR11

Faculty	Technologies	Prerequisites	• C in an ITD classes • Proven safety ethic and willingness to follow instruction in previous ITD classes • Completed High/ Extreme Permission Form

About the Subject

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through trade learning contexts (E.g., domestic, commercial and bespoke furnishing industries)

- Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials.
- Production processes combine the production skills and procedures required to produce products.

Students demonstrate knowledge and skills through both individual and collaborative learning experiences, endeavouring to meet customer expectations of product quality at a specific price and time.
Students will have the opportunity to:

- Demonstrate practices, skills and procedures.
- Interpret drawings and technical information.
- Select practices, skills and procedures.
- Sequence processes.
- Evaluate skills and procedures, and products.
- Adapt plans, skills and procedures.

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 and complete induction activities related to these.

Pathways

Recognised industry career pathways for furniture-making workers in domestic, commercial and bespoke enterprises, including furniture maker, furniture machinist, wood machinist.

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Furniture making • Use tools, machinery and equipment safely. • Interpret drawings and technical information. • Evaluate, make decisions about and adapt production plans, processes and products.	**Cabinet making** • Use tools, machinery and equipment safely. • Interpret drawings and technical information. • Evaluate, make decisions about and adapt production plans, processes and products.	**Production in the domestic furniture industry** • Use tools, machinery and equipment safely. • Products are manufactured, maintained and repaired to a specified quality. • Combination of job, batch and mass manufacturing methods. • Apply quality standards/quality assurance processes. • Evaluate, make decisions about and adapt job, batch and mass production plans, skills, procedures and products.	**Production in the bespoke furniture industry** • Use tools, machinery and equipment safely. • Interpret drawings and technical information. • Evaluate, make decisions about and adapt production plans, skills, procedures, and products.
Each Unit will be assessed through two tasks:			
Project – allocated time approximately 20 hours Product component: ▪ 1 multi-material furniture product manufactured using the skills and procedures in 5 - 7 production processes Multimodal component (at least two modes delivered at the same time): ▪ Manufacturing process: up to 5 minutes, 8 A4 pages, or equivalent digital media		**Practical Demonstration** - allocated time approximately 10 hours Product component: ▪ the skills and procedures used in 3–5 production processes Multimodal component (at least two modes delivered at the same time): ▪ up to 3 minutes, 6 A4 pages, or equivalent digital media	
1 QCE Credit – Upon Satisfactory Completion	*1 QCE Credit – Upon Satisfactory Completion*	*2 QCE Credits upon satisfactory completion of both Units*	

Industrial Graphics Skills – GSK11

Faculty	Technologies	Prerequisite	NIL

About the Subject

Industrial Graphics Skills includes the study of industry practices and drawing production processes through a variety of industry-related learning contexts (E.g., Furnishing, Architectural, CAD, Engineering).

- Industry practices are used by enterprises to manage drawing production processes and the associated manufacture or construction of products from raw materials.
- Drawing production processes include the drawing skills and procedures required to produce industry specific technical drawings, and graphical representations.

Students demonstrate knowledge and skills through both individual and collaborative learning experiences, endeavouring to meet client expectations of drawing standards.
Students will have the opportunity to:

- Demonstrate drafting practices, skills and procedures.
- Interpret client briefs and technical information.
- Select practices, skills and procedures.
- Sequence processes.
- Evaluate skills and procedures, and drawings.
- Adapt plans, skills and procedures.

Pathways

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

Links

About Industrial Graphics Skills at CSC

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Drafting for the furnishing industry • Produce sketches, working drawings and pictorial representations. • Interpret client briefs and technical information. • Draft to Industry standards. • Evaluate and adapt drafting production processes and drawings.	**Drafting for residential building** • Produce sketches, working drawings and 3D representations • Interpret client briefs, technical information and design concepts • Draft residential building drawings to an industry standard. • Evaluate and adapt drafting plans, production skills and procedures, and drawings.	**Computer-aided drafting and modelling** • Reproduce, modify, analyse and optimise designs using 3D solid modelling software. • CAD modelling is used to digitally prototype design concepts. • Interpret client briefs and technical information. • Evaluate and adapt drafting production processes, CAD models and ways of presenting models to an audience.	**Graphics for the engineering industry** • Explore drafting in the industry area of engineering. • Produce sketches, working drawings and pictorial representations. • Interpret client briefs and technical information. • Industry standards. • Evaluate and adapt drafting production processes and drawings.
Each Unit will be assessed through two tasks:			
Project – allocated time approximately 20 hours Drawing component: ▪ drawings drafted using the skills and procedures in 5–7 production processes Multimodal component (at least two modes delivered at the same time): ▪ drafting processes: up to 5 minutes, 8 A4 pages, or equivalent digital media		**Practical Demonstration** - allocated time approximately 10 hours Drawing component: ▪ drawings showing the drafting skills and procedures used in 3–5 production processes Multimodal component (at least two modes delivered at the same time): ▪ up to 3 minutes, 6 A4 pages, or equivalent digital media	
1 QCE Credit – Upon Satisfactory Completion	*1 QCE Credit – Upon Satisfactory Completion*	*2 QCE Credits upon satisfactory completion of both Units*	

Hospitality Practices – HPJ11

Faculty	Technologies	Prerequisite	NIL

About the Subject

Hospitality Practices emphasises the food and beverage sector, which includes food and beverage production and service. Through this focus, students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector.

Students will develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Students plan and implement at least one actual event in a hospitality context by midway through the course and again by the end of the course. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts. As well, students examine and evaluate industry practices from the food and beverage sector.

Students develop awareness of industry workplace culture and practices and develop the skills, processes and attitudes desirable for future employment in the sector. They have opportunities to develop personal attributes that contribute to employability, including the abilities to communicate, connect and work with others, plan, organise, solve problems, and navigate the world of work.

Pathways

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

Links

About Hospitality Practices at CSC

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Culinary Trends	In-House Dining	Casual Dining	Formal Dining
Practical demonstration (up to 5 mins, 8 A4 pages) **Project** Delivery of an event (and up to 5 mins, 8 A4 pages)	**Practical demonstration** (up to 5 mins, 8 A4 pages) **Project** Delivery of an event (and up to 5 mins, 8 A4 pages)	**Practical demonstration** (up to 5 mins, 8 A4 pages) **Project** Delivery of an event (and up to 5 mins, 8 A4 pages)	**Practical demonstration** (up to 5 mins, 8 A4 pages) **Project** Delivery of an event (and up to 5 mins, 8 A4 pages)
1 QCE Credit – Upon Satisfactory Completion	*1 QCE Credit – Upon Satisfactory Completion*	*2 QCE Credits upon satisfactory completion of both Units*	

Science in Practice – SCP11

Faculty	Science	Prerequisite	NIL

About the Subject

Studying science contributes to the development of a sense of wonder and engagement with the natural world. To have an informed voice in charting the future of society and to effectively participate in society and everyday life, where science and technology play significant and increasing roles, students need to be scientifically literate.

Science in Practice is practical, with experiments and hands-on investigations at its heart. Practical activities engage students, producing excitement and curiosity. Investigations develop a deeper understanding of the nature of science and of a particular topic or context. They foster problem-solving skills that are transferable to new situations.

Pathways

A course of study in Science in Practice can establish a basis for further education and employment in many fields such as animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry recreation and tourism, research and the research sector.

Links

About Science in Practice at CSC

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Water and Environmental Studies • Water Testing • Ecosystem study and analysis	**Health and Disease** • Exploring causes of disease, methods of transmission and effects • Exploring dietary factors • Food Science	**Forensic Study and Analysis** • Fingerprints • DNA • Blood Testing • Ballistics and Residue	**Microorganisms in Food** • Unsafe handling • Storage and preservation • Fermentation **Consumer Law** • Product Testing
Project - 700 words Water Filter Construction and Testing **Investigation** – 800 words What is a healthy Ecosystem?	**Project Investigation** – 800 words Pandemic **Extended written or Multi-modal response** – 800 words Current Food Trend	Crime Scene Investigation **Collection of Work** – 600 words **Extended Response** - 800 words	Written component: Journal of ginger beer-making processes and refinements. 500–900 words Multimodal component: Short video clip evaluating the Processes 3.0 – 6.0 minutes- Investigation- validity of the claims made by a company about its product Report – 600 words
1 QCE Credit – Upon Satisfactory Completion	*1 QCE Credit – Upon Satisfactory Completion*	*2 QCE Credits upon satisfactory completion of both Units*	

Social and Community Studies – SCS11

Faculty	Humanities	Prerequisite	NIL

About the Subject

The Social and Community Studies Applied syllabus deals with the skills students need to function efficiently, effectively and positively in current and future life roles. It encourages them to recognise that emotional and social wellbeing are significant to individuals, families, the community and society as a whole.

Social and Community Studies fosters personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future role in it.

Pathways

A course of study in Social and Community Studies can establish a basis for further education and employment, as it helps students develop the personal, interpersonal and citizenship skills and attributes necessary in all workplaces. It allows them to manage change, to be resilient and adaptive, and to develop strategies so that they can cope with the demands, not only of everyday life, but also of continuing studies, employment and future careers.

Links

About Social and Community Studies at CSC

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art and Identity	Relationships and the Workplace	Legal and Digital Citizenship	Lifestyle and Financial Choices
Multimodal Presentation – Street Art Investigation – Music and Identity Magazine Article	Project - Workplace Conflict Resolution Exam - Workplace Rights and Responsibilities	Multimodal Presentation - Schoolies Travel and Travel Laws Brochure and Project Intention Statement - Digital Citizenship	Magazine Article – Contemporary Lifestyle Issues: Buy Now, Pay Later Culture Exam – Managing Money/Financial Choices
1 QCE Credit – Upon Satisfactory Completion	*1 QCE Credit – Upon Satisfactory Completion*	*2 QCE Credits upon satisfactory completion of both Units*	

Sport & Recreation – REC11

Faculty	Health & Performance	Prerequisite	NIL

About the Subject

Sport & 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 contribute to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Pathways

A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

Links

About Sport and Recreation at CSC

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Aquatic Recreation	Emerging Trends in Sport and Recreation	Fitness for Sport and Recreation	Coaching and Officiating
A1 – Performance A2 - Project	F1 – Performance F2 - Project	H1 – Project H2 - Performance	D1 - Project D2 - Performance
1 QCE Credit – Upon Satisfactory Completion	*1 QCE Credit – Upon Satisfactory Completion*	*2 QCE Credits upon satisfactory completion of both Units*	

Sport & Recreation – Football Development Program FDP11

Faculty	Health & Performance	Prerequisite	NIL

About the Subject

The Football Development Program (FDP) is a class, which is separate (but integrated with) our College Football and Futsal teams. It aims to improve technique, insight and communication of all members through technical, tactical, physical and mental training along with exposure to many different theories relating to the two sports.

Special Considerations

This program is for select students from the Football Development Program.

The Football Development Program provides students with opportunities to learn in, through and about sport, specifically Football/Futsal, 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 contribute to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in Football/Futsal activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Pathways

A course of study in FDP can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

Links

About Sport and Recreation at CSC

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Fitness for Sport and Recreation	Emerging Trends in Sport and Recreation	Event Management	Coaching and Officiating
H1 – Project H2 - Performance	F1 – Performance F2 - Project	G1 – Performance G2 - Project	D1 - Project D2 - Performance
1 QCE Credit – Upon Satisfactory Completion	*1 QCE Credit – Upon Satisfactory Completion*	*2 QCE Credits upon satisfactory completion of both Units*	

Visual Arts in Practice – VAP11

Faculty	Creative Industries	Prerequisite	General commitment to visual arts practice

About the Subject

Visual Arts in Practice is a creative and engaging subject that will build students 21st century skills, confidence and imagination as they design and make unique artworks. This subject focuses on art-making processes for either 2D or 3D media. Students' artworks will communicate personal messages on self and the wider community, while also considering the use or appropriate aesthetic qualities from various sources, cultures, times and places. In Visual Arts in Practice students will develop and apply knowledge, understanding and skills on media, technologies, techniques, and contexts to develop projects and products of work.

Pathways

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

Links

About Visual Arts in Practice at CSC

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Looking Outwards (others) • responding to local, national or global issues • mixed media drawing, painting and ceramics	Looking Inwards (self) • exploring self-portraiture • mixed media and sculpture	Clients • commissioned based art making responding to a client's requirements • 2D or 3D media	Transform & Extend • Developing own aesthetic through referencing other artists • 2D or 3D or time-based media
Project: Folio of 2-4 prototype artworks with planning and written evaluation **Product:** Resolved artwork and statement	**Project:** Experimental folio of four works with planning and evaluation **Product:** Resolved self portrait	**Project:** Multimodal design proposal with four possible solutions with planning and written evaluation **Product:** Resolved artwork for client	**Project:** Stylistic experimental folio with planning, Artist Talk and written evaluation **Product:** Resolved art works
1 QCE Credit – Upon Satisfactory Completion	*1 QCE Credit – Upon Satisfactory Completion*	*2 QCE Credits upon satisfactory completion of both Units*	

Vocational Subjects

CERTIFICATE III IN BUSINESS

Vocational Education & Training CODE: VBX

This course is being delivered in partnership with Binnacle Training, RTO 31319

Upon completion of this course, certification will be issued by Binnacle Training.

QUALIFICATION: BSB30120 Certificate III in Business

COURSE OVERVIEW

http://training.gov.au – Please refer to the training.gov.au website for specific information about the qualification.
The Certificate III is a stand-alone qualification that allows individuals to develop basic business skills and knowledge to prepare for work. This qualification reflects the role of individuals who perform a range of routine tasks using limited practical skills and fundamental operational knowledge in a business context, working under direct supervision.

DURATION	FEES
Two years.	$411.35

COURSE UNITS

To attain BSB30120 Certificate III in Business, 13 units must be achieved:

UNIT CODE	UNIT NAME
BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF201	Support personal wellbeing in the workplace
BSBPEF301	Organise personal work priorities
BSBSUS211	Participate in sustainable work practices
BSBTEC201	Use business software applications
BSBTEC203	Research using the internet
BSBTEC301	Design and produce business documents
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBWRT311	Write simple documents
BSBXCM301	Engage in workplace communication
BSBXTW301	Work in a team
FNSFLT311	Develop and apply knowledge of personal finances

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

SPECIAL REQUIREMENTS

Laptop with internet access is essential due to online assessments.

CAREER OPPORTUNITIES & PATHWAYS

Articulation into: 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 IV in Business should be undertaken.

Subject fees for students who undertake a VET Certificate in partnership with an external provider, will not be refunded through Chancellor State College once the transfer of funds has occurred from the College to the external provider, and are subject to each organisation's refund policy and procedure.

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PDS Declaration: This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides, and those services carried out by the school as Third Party (i.e., the facilitation of training and assessment services). To access Binnacle's PDS, please visit: www.binnacletraining.com.au/rto

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

DIPLOMA OF BUSINESS

Vocational Education & Training CODE: DIA, DIB & DIC

This course is being delivered by Prestige Service Training, RTO 31981

Upon completion of this course, certification will be issued by Prestige Service Training

QUALIFICATION: BSB50120 Diploma of Business

COURSE OVERVIEW

http://training.gov.au – Please refer to the training.gov.au website for specific information about the qualification. The Diploma is a stand-alone qualification that allows individuals to develop business skills and knowledge to prepare for work. This qualification reflects the role of individuals who perform a range of mainly routine tasks using practical skills and fundamental operational knowledge in a business context, working under some supervision.

DURATION	FEES
Two years	$2799.00

COURSE UNITS

To attain BSB50120 Diploma of Business, 12 units must be achieved:

UNIT CODE	UNIT NAME
BSBCMM411	Make presentations
BSBCRT511	Develop critical thinking in others
BSBFIN501	Manage budgets and financial plans
BSBMKG541	Identify and evaluate marketing opportunities
BSBOPS501	Manage business resources
BSBOPS504	Manage business risk
BSBPEF501	Manage personal and professional development
BSBPMG430	Undertake project work
BSBSTR502	Facilitate continuous improvement
BSBSUS511	Develop workplace policies and procedures for sustainability
BSBTWK503	Manage meetings
BSBXCM501	Lead communication in the workplace

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

Students must achieve competency for each unit in order to be issued with a full diploma at the completion of this qualification.

SPECIAL REQUIREMENTS

Assessment will be conducted online.

CAREER OPPORTUNITIES & PATHWAYS

Successful completion of this qualification widens tertiary options including degree pathways.

Subject fees for students who undertake a VET Certificate in partnership with an external provider will not be refunded through Chancellor State College once the transfer of funds has occurred from the College to the external provider and are subject to each organisation's refund policy and procedure.

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CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

Vocational Education & Training CODE: VEC

This course is being delivered in partnership with Deception Bay S.H.S., RTO 22557

Upon completion of this course, certification will be issued by Deception Bay SHS.

QUALIFICATION: CHC30121 Certificate III in Early Childhood Education and Care

COURSE OVERVIEW

This subject allows students to explore Early Childhood careers while opening the doors and giving direction in Early Childhood career pathways. Successful completion of this qualification enables students to work as an Assistant in any childcare centre in Australia, as a Nanny or Teacher-Aide.

Students are required to undertake work placements throughout the course in an approved Early Childhood Service. This allows them to sample the industry firsthand, whilst giving them the opportunity to gain the knowledge and skills required at this level of competency.

Assessment is undertaken throughout the course both in practical and theory exercises. Assessment is competency based and requires the completion of all projects and assignments written **and** practical as set out within the Unit Study Guides and Workbooks.

DURATION	FEES
Two years	$359.00

COURSE UNITS

To attain CHC30121 Certificate III in Early Childhood Education and Care, 17 units of competency must be achieved:

UNIT CODE	UNIT NAME
CHCECE031	Support children's health, safety and wellbeing
CHCECE034	Use an approved learning framework to guide practice
CHCECE035	Support the holistic learning development of children
CHCECE036	Provide experiences to support children's play and learning
CHCECE037	Support children to connect with the natural environment
CHCECE038	Observe children to inform practice
CHCECE032	Nurture babies and toddlers
CHCECE033	Develop positive and respectful relationships with children
CHCECE030	Support inclusion and diversity
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
CHCECE055	Meet legal and ethical obligations in children's education & care
CHCECE056	Work effectively in children's education and care
CHCPRP003	Reflect on and improve own professional practice
CHCPRT001	Identify and respond to children and young people at risk
HLTAID012	Provide an emergency first aid response in an education and care setting
HLTFSE001	Follow basic food safety practices
HLTWHS001	Participate in work health and safety

CAREER OPPORTUNITIES & PATHWAYS

Successful completion of this qualification widens tertiary options including degree pathways. This course is industry recognised and industry supported. Students will have the opportunity to gain employment as an assistant in all childcare centres Australia-wide (provided they are 17 years of age), teacher aide to Year 3, nanny and children's clubs.

VET PATHWAY: After completing the Certificate III, the student may consider completing the Diploma which opens the doors to employment as a Lead Educator or Director.

UNIVERSITY PATHWAY: Bachelor of Early Childhood, Bachelor of Education

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CERTIFICATE II IN ENGINEERING PATHWAYS

Vocational Education & Training CODE: VEP

QUALIFICATION: MEM20422 Certificate II in Engineering Pathways

COURSE OVERVIEW

This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

You will learn basic welding skills, communication skills, and explore career options in the engineering and manufacturing industry.

DURATION	FEES
Two years	$200.00

COURSE UNITS

To attain MEM20422 Certificate II in Engineering Pathways, 12 units must be achieved.

UNIT CODE	UNIT NAME
MEM11011	Undertake manual handling
MEM13015	Work safely and effectively in manufacturing and engineering
MEM16006	Organise and communicate information
MEM18001	Use hand tools
MEM18002	Use power tools/handheld operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE004	Use fabrication equipment
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices
MSMSUP106	Work in a team

ASSESSMENT TECHNIQUES

Assessment will be delivered using a variety of techniques, including:

- Practical assessment
- Written tasks
- Exams
- Teacher observation
- Teacher questioning

SPECIAL REQUIREMENTS

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.

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 subjects.

CAREER OPPORTUNITIES & PATHWAYS

This certificate will set you on the path to pursue an apprenticeship in a wide range of engineering jobs including fitting and turning, sheet metal fabrication, boiler making, welding, casting and moulding, and diesel, mechanical or electrical fitting. You may also look for work as a trade's assistant or choose to develop your design and drafting skills through a traineeship or further study.

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CERTIFICATE III IN FITNESS

Vocational Education & Training CODE: VPT

This course is being delivered in partnership with FitEducation, RTO #32155

Upon completion of this course, certification will be issued by FitEducation

QUALIFICATION: SIS30321 Certificate III in Fitness

COURSE OVERVIEW

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring autonomous work within a defined range of exercise instruction situations and activities. Students are expected to successfully complete all units of competency listed below during the one-year course of study to be awarded the Certificate III in Fitness. Upon successful completion of this course, students will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in community and commercial fitness settings.

DURATION	FEES
Two years	$450.00 plus First Aid Certificate $27.50

COURSE UNITS

To attain SIS30321 Certificate III in Fitness, 15 units of competency must be achieved.

UNIT CODE	UNIT NAME
BSBOPS304	Deliver and monitor a service to customers
BSBOPS403	Apply business risk management processes
BSBPEF301	Organise personal work priorities
HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT037	Develop and instruct group movement programs for children
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISFFIT052	Provide healthy eating information
SISXCA009	Instruct strength and conditioning techniques
SISXFAC002	Maintain sport, fitness and recreation facilities

ASSESSMENT TECHNIQUES

Assessment will be delivered using a variety of techniques, including:

Practical assessment Written tasks Exams Teacher observation Teacher questioning

SPECIAL REQUIREMENTS

Students should have a high level of knowledge of sport and a high level of ability in playing sport and/or a significant interest in playing or administration of sport.

CAREER OPPORTUNITIES & PATHWAYS

The Certificate III in Fitness is an entry-level program that leads to expertise in sport and recreation. Graduates would be highly suited to entry-level positions such as Fitness Instructor, Fitness Trainer, Fitness Specialist, PCYC/Gym Instructors and Coaching & Sports Trainees. This course also provides a pathway to careers in sport and health science at university by establishing a track record in tertiary education.

TAFE: Certificate IV and Diploma in related industry areas including Sport and Recreation, Community Recreation, Fitness, Sport Development, Sport Coaching, Sport Trainer.

Universities: Degrees: Exercise Science, Science, Physiotherapy.

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CERTIFICATE II IN MANUFACTURING TECHNOLOGY

Vocational Education & Training CODE: VMM

QUALIFICATION: MSM20216 Certificate II in Manufacturing Technology

COURSE OVERVIEW

This course draws upon the fundamental principles of Occupational Health and Safety, Work Planning, Timber Industries, Metal Industries, Plastic/Composite Industries and Drawing Interpretation. This course consists mainly of practical skill development with some written related to practical experience.

DURATION	FEES
Two years	$160.00

COURSE UNITS

To attain MSM20116 Certificate II in Manufacturing Technology, 10 units of competency must be achieved.

UNIT CODE	UNIT NAME
MSAENV272	Participate in environmentally sustainable work practices
MSMWHS200	Work safely
MSS402001	Apply competitive systems and practices
MSS402051	Apply quality standards
MSS402080	Undertake root cause analysis
MSS402002	Sustain process improvements
MSMPCII295	Operate manufacturing equipment
MSMPCII296	Make a small furniture item from timber
MSMOPS101	Make measurements
MSFFM2017	Hand make timber joints

ASSESSMENT TECHNIQUES

Assessment will be delivered using a variety of techniques, including:

- Practical assessment
- Written tasks
- Exams
- Teacher observation
- Teacher questioning

CAREER OPPORTUNITIES & PATHWAYS

The Certificate II in Manufacturing Technology is an entry-level program that leads to a variety of industry outcomes. Graduates would be highly suited to entry-level positions in various timber and metal manufacturing industries.

SPECIAL REQUIREMENTS

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.

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 subjects.

Students must have access to their own computer at home or school and have basic to intermediate knowledge of Microsoft Office. Keyboarding skills required, together with the ability to produce text documents and emails.

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CERTIFICATE III IN SPORT, AQUATICS & RECREATION

Vocational Education & Training CODE: VSP

This course is being delivered in partnership with Binnacle Training, RTO 31319

Upon completion of this course, certification will be issued by Binnacle Training

QUALIFICATION: SIS30122 Certificate III in Sport, Aquatics and Recreation

COURSE OVERVIEW

http://training.gov.au – Please refer to the training.gov.au website for specific information about the qualification.

This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in a generalist capacity. Likely functions for someone with this qualification can include providing support in the provision of sport and recreation programs, grounds and facilities maintenance, routine housekeeping, retail and customer service assistance, administrative assistance or bar and café service in a location such as fitness centre, outdoor sporting grounds or complexes or aquatic centres. All job roles are performed under supervision.

DURATION	FEES
Two years	$508.30 plus First Aid Certificate $27.50

TRAINING PROGRAM

To attain SIS30122 Certificate III in Sport, Aquatics and Recreation, 15 units of competency must be achieved.

UNIT CODE	UNIT NAME
SISXIND011	Maintain sport, fitness and recreation industry knowledge.
BSBPEF301	Organise personal work priorities
SISSPAR009	Participate in conditioning for sport
HLTWHS001	Participate in workplace health and safety
SISXCCS004	Provide quality service
SISXFAC006	Maintain activity equipment
SISXEMR003	Respond to emergency situations
HLTAID011	Provide First Aid
SISSSCO001	Conduct sport coaching sessions with foundation level participants
BSBTWK201	Work effectively with others
BSBPEF302	Develop self-awareness
BSBWHS308	Participate in WHS hazard identification, risk assessment and risk control practices
SISXPLD004	Facilitate groups
SISXIND009	Respond to interpersonal conflict
SISXPLD002	Deliver recreation sessions

Elective units are subject to change prior to the commencement of the school year. This is to ensure a) school delivery and b) alignment to current industry practices, is at its optimum.

ASSESSMENT TECHNIQUES

Assessment will be delivered using a variety of techniques, including:

Practical assessment Written tasks Exams Teacher observation Teacher questioning

SPECIAL REQUIREMENTS

Students should have some knowledge of sport and a reasonable ability in playing sport and/or a significant interest in playing or administration of sport.

**If a student has an appropriate First Aid qualification that is current at the time of completion of the course the cost of this course will be deducted from their fees.*

CAREER OPPORTUNITIES & PATHWAYS

The Certificate III in Sport and Recreation is an entry-level program that leads to expertise in sport and recreation. Graduates would be highly suited to entry-level positions such as recreation assistant, administration assistant, grounds assistant, retail assistant. This course also provides a pathway to careers in sport and health science at university by establishing a track record in tertiary education.

TAFE: Certificate IV and Diploma in related industry areas including Sport and Recreation, Community Recreation, Fitness, Sport Development, Sport Coaching, Sport Trainer.

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Summary - 2025 Costs

General Subjects	Year 11 2025	Year 12 2025
Ancient History	$0	$0
Biology	$75.00	$75.00
Business	$40.00	$40.00
Chemistry	$90.00	$90.00
Design	$50.00	$50.00
Drama	$70.00	$70.00
Economics	$0	$0
Engineering	$0	$0
English	$0	$0
Film, Television & New Media	$100.00	$100.00
Health	$0	$0
Japanese	$30.00	$30.00
Legal Studies	$0	$0
Literature	$0	$0
Marine Science	$75.00	$75.00
General Mathematics	$0	$0
Mathematical Methods	$0	$0
Modern History	$0	$0
Music	$100.00	$100.00
Music Extension	NA	$50.00
Physical Education	$0	$0
Physics	$72.00	$72.00
Psychology	$60.00	$60.00
Specialist Mathematics	$0	$0
Visual Art	$160.00	$160.00

Applied Subjects	Year 11 2025	Year 12 2025
Aquatic Practices	$160.00	$160.00
Essential English	$0	$0
Essential Mathematics	$0	$0
Furnishing Skills	$150.00	$150.00
Industrial Graphics Skills	$50.00	$50.00
Hospitality Practices	$285.00	$285.00
Science in Practice	$90.00	$90.00
Social and Community Studies	$50.00	$50.00
Sport & Recreation	$75.00	$75.00
Sport & Recreation – Football Development Program	$0	$0
Visual Arts in Practice	$160.00	$160.00
Vocational Subjects – 2 year duration (26-27)		
Certificate III in Business		$411.35
Diploma Of Business		$359.00
Certificate III in Early Childhood Education And Care		$359.00
Certificate II in Engineering Pathways		$200.00
Certificate III in Fitness First Aid Certificate		$450.00 $27.50
Certificate II in Manufacturing Technology		$160.00
Certificate III in Sport, Aquatics & Recreation First Aid Certificate		$508.30 $27.50

Optional Curricular activities
Students across all year levels have the opportunity to participate in optional curricular activities, including excursions, camps, and enhanced learning experiences designed to enrich their educational journey. The College will release an endorsed 2026 calendar outlining all optional curricular activities available to students throughout the year.

Student Resource Scheme (SRS)	Year 11 2025	Year 12 2025
The Student Resource Scheme (SRS) provides parents with a cost-effective alternative to purchasing textbooks and/or resources elsewhere.	$300.00	$300.00