



2026 SENIOR CURRICULUM GUIDE

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Information relating to courses, fees etc. - are accurate as of time of distribution of this document but may be subject to change.



Executive Principal's Welcome

At North Lakes State College we are proud to offer a diverse and engaging curriculum designed to meet the needs, interests and aspirations of every student. The curriculum guides showcase the wide range of subjects available to students across the Senior Secondary phase of learning. These subjects reflect not only the academic rigour and high expectations of our college, but also our commitment to providing meaningful pathways for every learner.



Choosing the right subjects is an important step in each student's learning journey. I encourage students and families to consider not only current interests and strengths, but also future goals and ambitions. Whether students are aiming for university, training, apprenticeships or employment, the subjects they select now can help lay the foundation for future success.

It's important that subject choices are driven by passion and curiosity. When students are engaged in what they are learning, they are more likely to achieve success and grow in confidence.

My advice for students considering their subjects for the coming year, would be to talk to your Teachers, Heads of Department and our Guidance Team. Ask questions and explore possibilities. Use these handbooks as a guide to help make informed and thoughtful decisions about your learning.

At North Lakes State College, we believe every student has the potential to thrive. Our role is to support, challenge and enable all our students to take ownership of their learning and future.

As Henry Ford once said, "choose a job you love, and you will never have to work a day in your life".

We look forward to seeing the choices you make and the pathways you explore.

John Thornberry Dip T B.Ed M.Ed MACEL



Subject Selection Process

Engage and Read Curriculum Guide

Students and Parents/Caregivers explore information in the Curriculum Guide to understand what subjects are about.

Three questions for exploring -

1. What am I good at?
2. What do I like?
3. What pathway am I considering?

Subject Information Events

Students deepen their understanding of subjects by exploring how the learning looks.

Three questions for exploring -

1. Why should I select this course?
2. How does learning look and challenge me in this course?
3. How will this course link to my potential pathway?

Seek Advice and Support

Students and Parents/Caregivers should discuss Subject Selections. Consulting and seeking support from -

1. Current Teachers
2. Heads of Department
3. Guidance Officer
4. Help Guides ([Padlet Pages](#), [Curriculum Guides](#) etc.)

**Subject Selections are finalised at the
Year 10 SET Planning Event
(Term 3, 2025)**



Subject Types

General Subjects -

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. They have strong academic rigour

Check Pre-Requisites for General Subject enrolment requirements and recommended prior study and achievement from Year 10.

Applied Subjects -

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

VET Subjects -

Vocational Education and Training (VET) qualifications are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

Other Course/Study -

Other Course/Study may include School Based Traineeships/Apprenticeships or University Programs. It could also include vocational training at TAFE etc.

Course Fees etc. -

The Student Resource Scheme (SRS) provides most resources, however, there may be an additional fee to cover other resources required. Invoicing will occur in Week 5, Term 1 of each year.



Students select Year 11/12 Subjects as a Two-Year Program. The Subjects are delivered as Units of Study (General/Applied):

Unit 1 and Unit 2

- Provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter.
- It is intended to be studied as a pair.
- Assessment provides students with feedback on their progress in a course of study and contributes to the award of a QCE.
- Students should complete Unit 1 and Unit 2 before starting Unit 3 and Unit 4.

Unit 3 and Unit 4

- Consolidates student learning.
- Assessment is summative, and student results contribute to the award of a QCE and to ATAR calculations.
- General Subjects require students to sit External Assessment.



Senior Pathways - Explained

Senior Education Profile

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

- Statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

Regardless of whether students intend to pursue an ATAR or Vocational pathway, all subjects and courses offered at North Lakes State College contribute towards a QCE or QCIA.



Pathway #1 ATAR Pathway

This pathway is intended for those seeking University -

To be ATAR Eligible, students must select 6 Subjects in total:

- A minimum of 4+ General Subjects
 - MUST then also include an Applied or Cert III or higher
- A recommendation of 5+ General Subjects
- Consider NLSC and University Pre-Requisites or recommendations

Pathway #2 Study or Training Pathway

This pathway is intended for those seeking further study or Training (e.g. TAFE, Apprenticeship etc.) -

Students must select 6 Subjects in total:

- Carefully consider your English/Maths selection to align with pathway/industry recommendations
- Seek opportunities for vocational qualifications (Cert III or higher etc.)
- Consider NLSC Pre-Requisites or recommendations

Pathway #2 Employment Pathway

This pathway is intended for those seeking to move from school directly into Full-Time Employment -

Students must select 6 subjects in total:

- Select Essential English and Essential Mathematics
- Look at Applied/VET for other selections
- Seek opportunities for vocational experience



Queensland Certificate of Education

The **Queensland Certificate of Education (QCE)** is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements. The QCE allows students to choose from a wide range of learning options to suit their interests and career goals. To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students **MUST** also complete the QCAA Academic Integrity Course (from 2026).

Set amount

- 20 credits from contributing courses of study, including:
- QCAA-developed subjects or courses
 - vocational education and training qualifications
 - non-Queensland studies
 - recognised studies.

Set pattern

- 12 credits from completed Core courses of study and 8 credits from any combination of:
- Core
 - Preparatory (maximum 4)
 - Complementary (maximum 8).

Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

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



Australian Tertiary Admission Rank

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for Australian Tertiary Admission Rank (ATAR) calculations.

The calculation of an ATAR will be based on a students:



English Requirement

- Eligibility for an ATAR will require satisfactory completion of one of: English, Essential English or Literature in Unit 3 & Unit 4 (Minimum of a 'C' Standard).
- Whilst students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

REMEMBER that an ATAR is dependent on how well a student achieves in their subjects.

Students need to choose subjects:

- That they enjoy
- That they are motivated to learn in
- That they have the best chance of doing well in



Key Links & Information

Click on the Links Below -

- [MyQCE Website](#)
- [QCE Planner Template](#)
- [Queensland Tertiary Admissions Centre \(QTAC\)](#)
- [QTAC Australian Tertiary Admission Rank \(ATAR\) Information](#)
- [TAFE Queensland](#)
- [Unique Student Identifier \(USI\) Website](#)
- [QUT Match-My-Skills Quiz](#)
- [MyFuture Career Service](#)
- [School Based Traineeships \(SBT\) or School Based Apprenticeships \(SAT\)](#)
- [VET in Schools \(VETIS\) Funding](#)
- [School Leavers Kit](#)
- [North Lakes State College Assessment Policy \(7-12\)](#)
- [North Lakes State College – Senior Secondary – Careers & Pathways information](#)
- [NLSC – SET Planning Padlet or QR Code](#)

Links are accurate at the time of publication



Year 11/12 (2026/2027)

Subject Offerings

English

English (ENG)
Literature (LIT)
Essential English (ENE)

Mathematics

General Mathematics (MAG)
Mathematical Methods (MAM)
Specialist Mathematics (MAS)
Essential Mathematics (MAE)

Science

Biology (BIO)
Chemistry (CHM)
Earth & Environmental Science (ESC)
Engineering (EGR)
Physics (PHY)
Aquatic Practices (AQP)

Humanities

Ancient History (AHS)
Legal Studies (LEG)
Modern History (MHS)
Social & Community Studies (SCS)
Certificate IV Justice Studies (VCJ)

Business Faculty

Business (BUS)
Business Studies (BSQ)
Tourism (TOU)
Certificate III Business (VBU)
Diploma of Business (VBD)

Digital Technologies

Digital Solutions (DIS)
Information Communication Tech (ICJ)
Certificate III Screen & Media (VSM)

HPE & Sport

Health (HEA)
Physical Education (PED)
Sport & Recreation (REC)
Certificate II Outdoor Recreation (VOR)
Certificate III Fitness (VFT)

The Arts

Dance (DAN)
Drama (DRA)
Music (MUS)
Visual Arts (ART)
Media Arts in Practice (MAP)
Visual Arts in Practice (VAP)
Certificate III Dance (>>>)

Hospitality Technologies

Food & Nutrition (FNU)
Early Childhood Studies (ECS)
Hospitality Practices (HPJ)
Certificate III Allied Health (VAA)
Certificate III Hospitality (VHO)

Industrial Technologies

Design (DES)
Building & Construction Skills (BSK)
Industrial Tech Skills (ISK)
Certificate II Engineering Pathways (VEN)

Senior Schooling

Aerospace Systems (AES)
Distance Education Subjects
Complementary Pathways (COM)
Access & Tutorial Program (ACP) (TUP)



English

General English | Literature
Essential English



General English (ENG)

[CLICK HERE FOR QCAA SYLLABUS](#)

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.

Units of Study -

- **Unit 1** - Perspectives & Texts
- **Unit 2** - Texts & Culture
- **Unit 3** - Textual Connections
- **Unit 4** - Close Study of Literary Texts

Assessment -

- **IA1** - Extended Response - Written - 25%
- **IA2** - Persuasive Response - Spoken - 25%
- **IA3** - Imaginative Response - Written - 25%
- **EA** - Analytical Response - Written - 25%

Maximum QCE Credits = 4

Syllabus Objectives -

- Use patterns and conventions of genres
- Establish and maintain roles the writer/speaker/signer/designer
- Create and analyse perspectives
- Make use and analyse attitudes, values and beliefs
- Use aesthetic features and stylistic devices to achieve purposes
- Select and synthesise subject matter

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- 'C' or higher in English (Yr. 10)

Other Subjects to Consider -

- ATAR Pathway

Future Pathway or Career Areas -

- 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.



Literature (LIT)

[CLICK HERE FOR QCAA SYLLABUS](#)

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.

Units of Study -

- **Unit 1** - Introductory to Literary Studies
- **Unit 2** - Texts & Culture
- **Unit 3** - Literature & Identity
- **Unit 4** - Independent Explorations

Assessment -

- **IA1** - Analytical Written - 25%
- **IA2** - Imaginative Spoken - 25%
- **IA3** - Imaginative Spoken - 25%
- **EA** - Analytical Written - 25%

Maximum QCE Credits = 4

Syllabus Objectives -

- Use patterns and conventions of genres
- Establish and maintain roles the writer/speaker/signer/designer
- Create and analyse perspectives
- Make use and analyse attitudes, values and beliefs
- Use aesthetic features and stylistic devices to achieve purposes
- Select and synthesise subject matter

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- 'C' or higher in Literature (Yr. 10)

Other Subjects to Consider -

- ATAR Pathway

Future Pathway or Career Areas -

- 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.



Essential English (ENE)

[CLICK HERE FOR QCAA SYLLABUS](#)

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.

Units of Study -

- **Unit 1** - Language That Works
- **Unit 2** - Texts & Human Experiences
- **Unit 3** - Language That Influences
- **Unit 4** - Representations and Popular Culture Texts

Assessment -

- **IA1** - Extended Spoken
- **IA2** - Common Internal Assessment (exam)
- **IA3** - Extended Multimodal
- **IA4** - Extended Written

Maximum QCE Credits = 4

Syllabus Objectives -

- Use patterns and conventions of genres
- Use appropriate roles and relationships with audiences
- Construct and explain representations
- Make use of and explain attitudes, values and beliefs

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- Study Essential English (Yr. 10)

Other Subjects to Consider -

- ATAR Pathway
- Non-ATAR Pathway

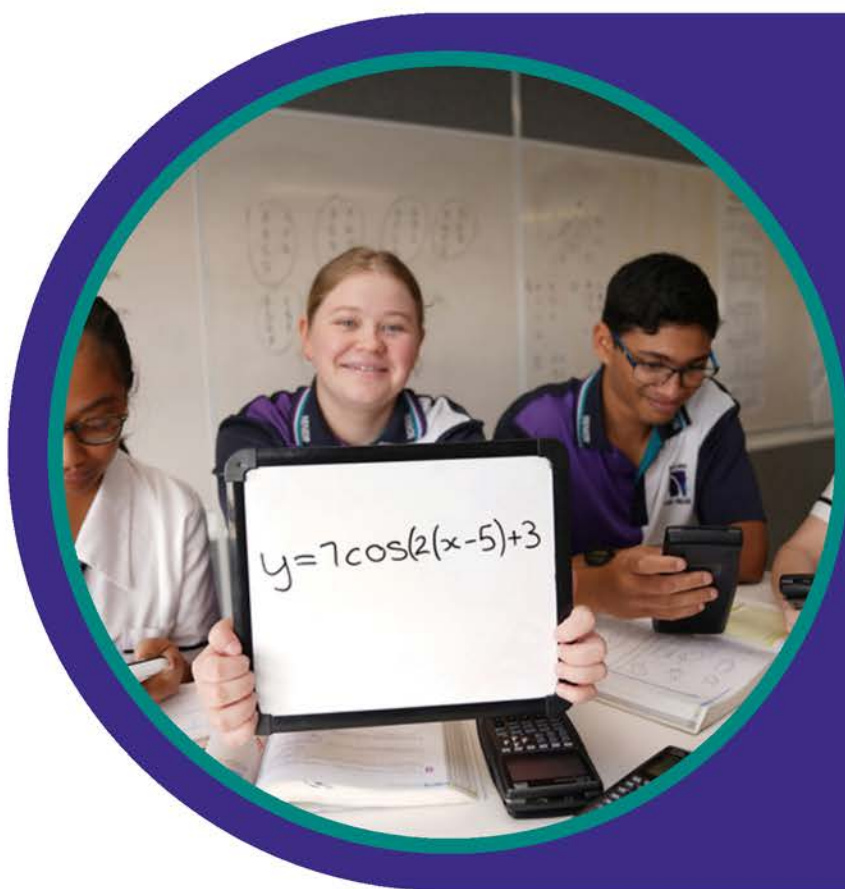
Future Pathway or Career Areas -

- 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.



Mathematics

General Mathematics | Mathematical Methods
Specialist Mathematics
Essential Mathematics



General Mathematics (MAG)

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General Mathematics is designed for students to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach and students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms.

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on prior content. Learning reinforces prior knowledge and further develops key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Units of Study -

- **Unit 1** - Money, Measurement & Relations
- **Unit 2** - Applied Trigonometry, Algebra, Matrices and Univariate Data
- **Unit 3** - Bivariate Data, Sequences and Change, and Earth Geometry
- **Unit 4** - Investing and Networking

Assessment -

- **IA1** - Problem-Solving & Modelling Task - 20%
- **IA2** - Exam - 15%
- **IA3** - Exam - 15%
- **EA** - External Assessment - 50%

Maximum QCE Credits = 4

Syllabus Objectives -

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- 'C' or higher in Gen Maths (Yr. 10)
- Calculator Required

Other Subjects to Consider -

- ATAR Pathway

Future Pathway or Career Areas -

- Business
- Commerce
- Education
- Finance
- IT
- Social Science
- The Arts



Mathematical Methods

[CLICK HERE FOR QCAA SYLLABUS](#)

Students who undertake Mathematical Methods will see the connections between mathematics and other curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. They will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability. 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.

Units of Study -

- **Unit 1** - Surds, Algebra, Functions and Probability
- **Unit 2** - Calculus and Further Functions
- **Unit 3** - Further Calculus and Introduction to Statistics
- **Unit 4** - Further Calculus, Trigonometry and Statistics

Assessment -

- **IA1** - Problem-Solving & Modelling Task - 20%
- **IA2** - Exam - 15%
- **IA3** - Exam - 15%
- **EA** - External Assessment - 50%

Maximum QCE Credits = 4

Syllabus Objectives -

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- 'C' or higher in Maths Meth. (Yr. 10)
- Graphics Calculator Required

Other Subjects to Consider -

- ATAR Pathway
- Specialist Mathematics
- Chemistry
- Physics

Future Pathway or Career Areas -

- Natural and Physical Sciences
- Medical and Health
- Engineering
- Avionics
- Mining
- Computer Science
- Psychology
- Finance
- Economics



Specialist Mathematics (MAS)

[CLICK HERE FOR QCAA SYLLABUS](#)

Students who undertake Specialist Mathematics will develop confidence in their mathematical knowledge and ability and gain an appreciation of the true nature of mathematics and its power.

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics 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.

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.

Units of Study -

- **Unit 1** - Combinations, Proof, Vectors and Matrices
- **Unit 2** - Complex Numbers, Further Proof, Trigonometry, Functions and Transformations
- **Unit 3** - Further Complex Numbers, Proof, Vectors and Matrices
- **Unit 4** - Further Calculus and Statistical Inference

Assessment -

- **IA1** - Problem-Solving & Modelling Task - 20%
- **IA2** - Exam - 15%
- **IA3** - Exam - 15%
- **EA** - External Assessment - 50%

Maximum QCE Credits = 4

Syllabus Objectives -

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- 'B' or higher in Maths Meth. (Yr. 10)
- Studying Mathematical Methods
- Graphics Calculator Required

Other Subjects to Consider -

- Mathematical Methods
- Chemistry
- Engineering
- Physics

Future Pathway or Career Areas -

- Mathematics
- Science
- Aviation
- Computer Science
- Medicine
- Engineering
- Finance
- Economics



Essential Mathematics

[CLICK HERE FOR QCAA SYLLABUS](#)

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

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P-10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations.

Units of Study -

- **Unit 1** - Numeracy, Data and Money
- **Unit 2** - Data and Travel
- **Unit 3** - Measurement, Scales and Chance
- **Unit 4** - Graphs, Data and Loans

Assessment -

- **IA1** - Problem Solving & Modelling Task
- **IA2** - Common Internal Assessment (exam)
- **IA3** - Problem Solving & Modelling Task
- **IA4** - Exam

Maximum QCE Credits = 4

Syllabus Objectives -

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- Study Essential Maths (Yr. 10)
- Calculator Required

Other Subjects to Consider -

- Non-ATAR Pathway

Future Pathway or Career Areas -

- Business
- Trade
- Community Services



Science

Biology | Chemistry | Earth & Environmental
Science | Engineering | Physics
Aquatic Practices



Biology (BIO)

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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.

Units of Study -

- **Unit 1** - Cells and Multicellular Organisms
- **Unit 2** - Maintaining the Internal Environment
- **Unit 3** - Biodiversity and the Interconnectedness of Life
- **Unit 4** - Heredity and Continuity of Life

Assessment -

- **IA1** - Data Test - 10%
- **IA2** - Student Experiment - 20%
- **IA3** - Research Investigation - 20%
- **EA** - External Assessment - 50%

Maximum QCE Credits = 4

Syllabus Objectives -

- Describe and explain
- Apply understanding
- Analyse evidence
- Interpret evidence
- Investigate phenomena
- Evaluate processes
- Communicate understanding

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- 'C' or higher in Natural Science (Yr. 10)

Other Subjects to Consider -

- ATAR Pathway
- General Mathematics

Future Pathway or Career Areas -

- Medicine
- Forensics
- Veterinary
- Food and Marine Sciences
- Agriculture
- Biotechnology
- Environmental Rehabilitation
- Biosecurity
- Quarantine
- Conservation
- Sustainability



Chemistry (CHM)

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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.

Units of Study -

- **Unit 1** - Chemical Fundamentals - Structure, Properties and Reactions
- **Unit 2** - Molecular Interactions and Reactions
- **Unit 3** - Equilibrium, Acids and Redox Reactions
- **Unit 4** - Structure, Synthesis and Design

Assessment -

- **IA1** - Data Test - 10%
- **IA2** - Student Experiment - 20%
- **IA3** - Research Investigation - 20%
- **EA** - External Assessment - 50%

Maximum QCE Credits = 4

Syllabus Objectives -

- Describe and explain
- Apply understanding
- Analyse evidence
- Interpret evidence
- Investigate phenomena
- Evaluate processes
- Communicate understanding

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- 'B' or higher in Natural Science (Yr. 10)

Other Subjects to Consider -

- ATAR Pathway
- Mathematical Methods

Future Pathway or Career Areas -

- Forensic Science
- Environmental Science
- Engineering
- Medicine
- Pharmacy
- Sports Science



Earth & Environmental Science (ESC)

[CLICK HERE FOR QCAA SYLLABUS](#)

Earth & Environmental Science is an interdisciplinary subject that provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere.

Students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components. They investigate how Earth processes involve interactions of Earth systems and are interrelated through transfers and transformations of energy. They examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches.

They consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on earth environments.

Units of Study -

- **Unit 1** - Introduction to Earth Systems
- **Unit 2** - Earth Processes
- **Unit 3** - Living on Earth
- **Unit 4** - The Changing Earth

Assessment -

- **IA1** - Data Test - 10%
- **IA2** - Student Experiment - 20%
- **IA3** - Research Investigation - 20%
- **EA** - External Assessment - 50%

Maximum QCE Credits = 4

Syllabus Objectives -

- Describe and explain
- Apply understanding
- Analyse evidence
- Interpret evidence
- Investigate phenomena
- Evaluate processes
- Communicate understanding

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- 'C' or higher in Natural Science (Yr. 10)

Other Subjects to Consider -

- ATAR Pathway
- General Mathematics

Future Pathway or Career Areas -

- Geoscience
- Soil Science
- Agriculture
- Marine Science
- Environmental Rehabilitation
- Urban Planning
- Ecology
- Natural resource management



Engineering (EGR)

[CLICK HERE FOR QCAA SYLLABUS](#)

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.

Units of Study -

- **Unit 1** - Engineering Fundamentals and Society
- **Unit 2** - Emerging Technologies
- **Unit 3** - Civil Structures
- **Unit 4** - Machines and Mechanisms

Assessment -

- **IA1** - Engineered Solution - 25%
- **IA2** - Examination - 25%
- **IA3** - Engineered Solution - 25%
- **IA4** - Examination - 25%

Maximum QCE Credits = 4

Syllabus Objectives -

- Describe and explain
- Apply understanding
- Analyse evidence
- Interpret evidence
- Investigate phenomena
- Evaluate processes
- Communicate understanding

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- 'B' or higher in Physical Science (Yr. 10)

Other Subjects to Consider -

- ATAR Pathway
- Mathematical Methods
- Physics

Future Pathway or Career Areas -

- Civil Mechanics
- Mechatronic
- Electrical
- Aerospace
- Mining
- Chemical
- Marine
- Biomedical
- Telecommunications
- Micro-nano and systems
- Engineering



Physics (PHY)

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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.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence.

Units of Study -

- **Unit 1** - Thermal, Nuclear and Electrical Physics
- **Unit 2** - Linear Motion and Waves
- **Unit 3** - Gravity and Electromagnetism
- **Unit 4** - Revolutions in Modern Physics

Assessment -

- **IA1** - Data Test - 10%
- **IA2** - Student Experiment - 20%
- **IA3** - Research Investigation - 20%
- **EA** - External Assessment - 50%

Maximum QCE Credits = 4

Syllabus Objectives -

- Describe and explain
- Apply understanding
- Analyse evidence
- Interpret evidence
- Investigate phenomena
- Evaluate processes
- Communicate understanding

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- 'B' or higher in Physical Science (Yr. 10)

Other Subjects to Consider -

- ATAR Pathway
- Mathematical methods
- Engineering

Future Pathway or Career Areas -

- Science
- Engineering
- Medicine
- Technology



Aquatic Practices (AQP)

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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.

Units of Study -

- **Unit 1** - Using the Aquatic Environment
- **Unit 2** - Recreational and Commercial Fishing
- **Unit 3** - Coastlines and Navigation
- **Unit 4** - Aquariums and Aquaculture

Assessment -

- Project
- Practical Demonstration

Maximum QCE Credits = 4

Syllabus Objectives -

- Describe ideas and phenomena
- Execute procedures to complete an aquatic task
- Analyse information
- Interpret information
- Plan investigations and projects
- Evaluate conclusions and outcomes

Subject Specific Considerations -

- Bring your Own Device (BYOD)

Other Subjects to Consider -

- Non-ATAR Pathway

Future Pathway or Career Areas -

- Recreation
- Tourism
- Aquaculture
- Community associations
- Yachting/Sailing etc.
- Commercial Mariner



Humanities

Ancient History | Legal Studies |
Modern History

Social & Community Studies

Certificate IV Justice Studies



Ancient History (AHS)

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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.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Units of Study -

- **Unit 1** - Investigating the Ancient World
- **Unit 2** - Personalities in their Time
- **Unit 3** - Reconstructing the Ancient World
- **Unit 4** - People, Power and Authority

Assessment -

- **IA1** - Exam - Response to Stimulus - 25%
- **IA2** - Independent Source Investigation - 25%
- **IA3** - Investigation - Essay Response - 25%
- **EA** - External Assessment - 25%

FIND OUT MORE



Maximum QCE Credits = 4

Syllabus Objectives -

- Comprehend terms, issues and concepts
- Devise historical questions and conduct research
- Analyse evidence from historical sources
- Synthesise evidence from historical sources
- Evaluate evidence from historical sources
- Communicate to suit

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- 'C' or higher in Historical Studies (Year 10)

Other Subjects to Consider -

- ATAR Pathway
- Modern History

Future Pathway or Career Areas -

- Archaeology
- History
- Education
- Psychology
- Sociology
- Law
- Business
- Politics
- Journalism
- Media
- Health & Social Sciences
- Academia & Research



Legal Studies (LEG)

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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.

Units of Study -

- **Unit 1** - Beyond Reasonable Doubt
- **Unit 2** - Balance of Probabilities
- **Unit 3** - Law, Governance and Change
- **Unit 4** - Human Rights in Legal Contexts

Assessment -

- **IA1** - Combination Response (exam) - 25%
- **IA2** - Inquiry Report - 25%
- **IA3** - Argumentative Essay - 25%
- **EA** - External Assessment - 25%

FIND OUT MORE >



Maximum QCE Credits = 4

Syllabus Objectives -

- Comprehend the legal concepts, principles and processes
- Select legal information from sources
- Analyse legal issues
- Evaluate legal situations
- Create responses that communicate meaning to suit the intended purpose

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- 'C' or higher in Justice Studies (Year 10)

Other Subjects to Consider -

- ATAR Pathway
- Certificate IV Justice Studies

Future Pathway or Career Areas -

- Business
- Law
- Law Enforcement
- Criminology
- Justice Studies
- Social Services
- Politics



Modern History

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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.

Units of Study -

- **Unit 1** - Ideas in the Modern World
- **Unit 2** - Movements in the Modern World
- **Unit 3** - National Experiences in the Modern World
- **Unit 4** - International Experiences in the Modern World, Cold War (1945-1991)

Assessment -

- **IA1** - Exam - Response to Stimulus - 25%
- **IA2** - Independent Source Investigation - 25%
- **IA3** - Investigation - Essay Response - 25%
- **EA** - External Assessment - 25%

FIND OUT MORE



Maximum QCE Credits = 4

Syllabus Objectives -

- Comprehend terms, issues and concepts
- Devise historical questions and conduct research
- Analyse evidence from historical sources
- Synthesise evidence from historical sources
- Evaluate evidence from historical sources
- Communicate to suit

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- 'C' or higher in Historical Studies (Year 10)

Other Subjects to Consider -

- ATAR Pathway
- Ancient History

Future Pathway or Career Areas -

- Archaeology
- History
- Education
- Psychology
- Sociology
- Law
- Business
- Politics
- Journalism
- Media
- Health & Social Sciences
- Academia & Research



Social & Community Studies (SCS)

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Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society.

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities to practise, develop and value social, community and workplace participation skills

Units of Study -

- **Unit 1** - Lifestyle and Financial Choices
- **Unit 2** - Health Choices for Mind and Body
- **Unit 3** - Relationships and Work Environments
- **Unit 4** - Australia and Its Place in the World

Assessment -

- Project
- Extended Response
- Investigation

Maximum QCE Credits = 4

Syllabus Objectives -

- Explain personal and social concepts
- Examine personal and social information
- Apply personal and social knowledge
- Communicate responses
- Evaluate projects

Subject Specific Considerations -

- Bring your Own Device (BYOD)

Other Subjects to Consider -

- Non-ATAR Pathway

Future Pathway or Career Areas -

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



Certificate IV Justice Studies (10971NAT)

RTO - Professional Investigators College of Australasia (PICA) - 40789



PROFESSIONAL INVESTIGATORS
College of Australasia
NATIONALLY RECOGNISED
TRAINING



Qualification description:	<p>Certificate IV in Justice Studies is a nationally accredited course. The Certificate IV in Justice Studies is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.</p> <p>Aims: The Certificate IV in Justice Studies course is designed to</p> <ul style="list-style-type: none"> • Provide students with a broad understanding of the justice system • Develop the personal skills and knowledge that underpin employment in the justice system
Entry requirements:	<ul style="list-style-type: none"> • Academic - There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements. • Attitude – students need to demonstrate independent learning skills. Students may be required to undertake an LLN test to determine suitability and any support needs.
Units of Competency Delivered:	<p>To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed.</p> <ol style="list-style-type: none"> 1. NAT10971001 Provide information and referral advice on justice-related issues 2. NAT10971002 Prepare documentation for court proceedings 3. NAT10971003 Analyse social justice issues 4. BSBXCM401 Apply communication strategies in the workplace 5. PSPREG033 Apply Regulatory Powers 6. BSBLEG421 Apply understanding of the Australian Legal System 7. PSPREG006 Produce formal record of interview 8. PSPREG010 Prepare a brief of evidence 9. PSPLEG002 Encourage compliance with legislation in public sector 10. PSPETH007 Uphold and support the values and principles of public service
Learning Experiences:	<p>Content is delivered in a classroom environment through Legal Studies/Certificate IV in Justice Studies classes or via independent study in Study Lines at school. Course content is provided by the trainer and assessor. This can be in the format of online reading and activities, video/face-to-face workshops.</p> <p>Technology required: access to the internet</p>
Assessment:	<p>Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following: written projects, online quizzes, observation of skills, oral and written questions.</p>
Pathways:	<p>The Certificate IV in Justice Studies is recommended for students looking to gain employment or further study opportunities in justice and law-related fields such as the police service, justice-related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.</p>
Course Costs:	<ul style="list-style-type: none"> • \$750 up-front fee (current at 30th April 2025)
Further Info:	<p>Refund Policy: Please refer to the Student Handbook on the PICA website for the refund policy. Please note: Partial refunds will only be issued for extenuating circumstances at the discretion of the PICA CEO. A 25 percent of the course fee will be applied as an administration fee for requests for refund that are approved by PICA.</p>



HPE & Sport

Health | Physical Education

Sport & Recreation

Certificate II Outdoor Recreation |

Certificate III Fitness



Health (HEA)

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The Health syllabus 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.

Embedded in Health is the Health inquiry model that provides the conceptual framework for this syllabus.

Units of Study -

- **Unit 1** - Resilience as a personal health resource
- **Unit 2** - Peers and family as resource for a healthy living
- **Unit 3** - Community as a resource for healthy living
- **Unit 4** - Respectful relationships in the post-schooling transition

Assessment -

- **IA1** - Action Research - 25%
- **IA2** - Exam (extended response) - 25%
- **IA3** - Investigation - 25%
- **EA** - External Assessment - 25%

Maximum QCE Credits = 4

Syllabus Objectives -

- Recognise and describe information about health-related topics
- Comprehend and use the Health inquiry model
- Analyse and interpret information to draw conclusions about health-related topics and issues.
- Critique information to distinguish determinants that influence health status.
- Investigate and synthesise information to develop action strategies.
- Evaluate and reflect on implemented action strategies
- Organise information for particular purposes.

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- 'C' or higher in Physical Education (Year 10)

Other Subjects to Consider -

- ATAR Pathway
- Physical Education

Future Pathway or Career Areas -

- Health
- Dietetics
- Food & Nutrition



Physical Education (PED)

[CLICK HERE FOR QCAA SYLLABUS](#)

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.

Units of Study -

- **Unit 1** - Motor Learning, Functional Anatomy, Biomechanics and Physical Activity
- **Unit 2** - Sport Psychology, Equity and Physical Activity
- **Unit 3** - Tactical Awareness, Ethics and Integrity and Physical Activity
- **Unit 4** - Energy, Fitness and Training and Physical Activity

Assessment -

- **IA1** - Project Folio - 25%
- **IA2** - Investigation Report - 25%
- **IA3** - Project Folio - 25%
- **EA** - External Assessment - 25%

Maximum QCE Credits = 4

Syllabus Objectives -

- Recognise and explain concepts and principles about movement
- Demonstrate specialised movement sequences and movement strategies
- Apply concepts to specialised movement
- Analyse and synthesis data
- Evaluate strategies about and in movement

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- 'C' or higher in Physical Education (Year 10)

Other Subjects to Consider -

- ATAR Pathway
- Biology

Future Pathway or Career Areas -

- Exercise Science
- Biomechanics
- Allied Health Professions
- Psychology
- Teaching
- Sport Journalism
- Sport Marketing and Management
- Sport Promotion
- Sport Development and Coaching.



Sport & Recreation (REC)

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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 contributes 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.

Units of Study -

- **Unit 1** - Aquatics
- **Unit 2** - Optimising Performance
- **Unit 3** - Event Management
- **Unit 4** - Challenge in the Outdoors

Assessment -

- Projects x 2 (investigation and evaluation)
- Projects x 2 (investigation and performance)

Maximum QCE Credits = 4

Syllabus Objectives -

- Demonstrate physical responses
- Describe concepts and ideas about sport
- Explain procedures and strategies
- Apply concepts and adapt procedures, strategies and physical responses
- Evaluate the effects of sport and recreation

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- Practical Participation (Swimming)

Other Subjects to Consider -

- Non-ATAR Pathway

Future Pathway or Career Areas -

- Fitness
- Outdoor Recreation & Education
- Sports Administration
- Community Health
- Recreation & Sport Performance



Certificate II Outdoor Recreation (SIS20419)

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SIS20419 Certificate II in Outdoor Recreation makes an important contribution to enhancing students' opportunities regarding employment, enterprise, further study, leisure and lifelong learning. It provides a unique opportunity for students to experience the challenge and fun of active participation in physical activity while developing beneficial vocational and life skills. Whether these skills are oriented towards work, or personal fitness and recreation, students will be involved in learning experiences that allow them to develop their interpersonal abilities, enabling them to understand and use their capacities for learning and functioning in varied situations.

Units of Competency (x17)

- **HLTWHS001** - Participate in Workplace Health & Safety
- **SISOFLD001** - Assist in Conducting Recreation Sessions
- **SISOFLD002** - Minimise Environmental Impact
- **SISXIND002** - Maintain Sport, Fitness and Recreation Industry Knowledge
- **BSBPEF202** - Plan and Time Management
- **HLTAID001** - Provide First-Aid
- **SISCAQU020** - Perform Water Rescues
- **SISOBWG001** - Bushwalk in tracked environments
- **SISOFLD006** - Navigate in tracked environments
- **SISOFSH001** - Locate, Attract and Catch Fish
- **SISOFSH002** - Select and Catch Bait
- **SISOFSH003** - Select and Rig Tackle Outfits
- **SISOSNK001** - Snorkel
- **SISXCAI002** - Assist with Activity Sessions
- **SISXFAC006** - Maintain Equipment for Activities
- **SISOPLN002** - Plan Outdoor Activity Sessions
- **SISOPLN001** - Finalise Operations of Outdoor Recreation Activities
- **BSBCMM211** - Apply Communication Skills
- **BSBOPS101** - Use Business Resources

Maximum QCE Credits = 4

Assessment -

- Projects
- Portfolio of Tasks
- Knowledge Questions
- Observation Checklists
- Third Party Reports

Subject Specific Considerations -

- A willingness to participate in swimming
- Ability to obtain a Blue Card (placement hours)
- Elective Unit of First-Aid - at an additional cost.
- Participation in Camp - Year 11 (Mt. Barney) and Year 12 (Moreton Island).
- Payments for excursions etc.

Other Subjects to Consider -

- Non-ATAR Pathway

Future Pathway or Career Areas -

- Fitness
- Outdoor Recreation & Education
- Sports Administration
- Tourism
- Community Health



Certificate III Fitness (SIS30321)

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Fit Education Pty Ltd - RTO Number: 32155

fiteducation
PERSONAL TRAINING COURSES

**NATIONALLY RECOGNISED
TRAINING**
National Provider No: 31420

This program prepares participants for employment in the sports and fitness industry as a gym instructor. The gym instructor is the minimum entry level to the fitness Industry. The gym instructor is trained in fitness activity specific competencies to instruct individual and group clients in specified work environments such as a fitness/health centre.

Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, developing and instructing circuit classes and conducting group fitness sessions.

Units of Competency (x15)

- **BSBOPS304** - Deliver and Monitor a Service to Customers
- **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
- **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 Health Eating Information
- **SISXFAC007** - Maintain Clean Facilities
- **SISXCAI009** - Instruct Strength and Conditioning Techniques
- **SISFFIT037** - Develop and instruct group movement programs for children
- **BSBOPS403** - Apply business risk management processes

Maximum QCE Credits = 8

Assessment -

- Projects
- Portfolio of Tasks
- Knowledge Questions
- Observation Checklists
- Third Party Reports

Subject Specific Considerations -

- Course Fees - External Fee (\$500.00)
- Bring Your Own Device (BYOD)
- Practical Components

Other Subjects to Consider -

- Non-ATAR Pathway

Future Pathway or Career Areas -

- Fitness
- Personal Trainer
- Gym Instructor
- Group Fitness Provider
- Sports Trainer
- Sports Administration
- Community Health



The Arts

Visual Art | Dance | Drama | Music

Media Arts in Practice | Visual Arts in Practice

Certificate III Dance



Visual Art (ART)

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Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts.

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

Visual Art equips students for a future of unimagined possibilities as they develop highly transferable communication skills and the capacity for global thinking.

Units of Study -

- **Unit 1** - Art as Lens
- **Unit 2** - Art as Code
- **Unit 3** - Art as Knowledge
- **Unit 4** - Art as Alternate

Assessment -

- **IA1** - Investigation (Inquiry Phase 1) - 20%
- **IA2** - Project (Inquiry Phase 2) - 25%
- **IA3** - Project (Inquiry Phase 3) - 30%
- **EA** - External Assessment - 25%

Maximum QCE Credits = 4

Syllabus Objectives -

- Implement ideas and representations
- Apply literacy skills
- Analyse and interpret visual language
- Evaluate influences
- Justify viewpoints
- Experiment in response to stimulus
- Create visual responses
- Realise responses to communicate meaning

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- 'C' or higher in Visual Arts (Year 10)

Other Subjects to Consider -

- ATAR Pathway
- General English

Future Pathway or Career Areas -

- Advertising
- Arts Administration
- Design
- Education
- Galleries and Museums
- Film and Television
- Creative Arts Therapy
- Community Arts
- Public Relations



Dance (DAN)

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

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

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement.

Units of Study -

- **Unit 1** - Moving Bodies
- **Unit 2** - Moving Through Environments
- **Unit 3** - Moving Statements
- **Unit 4** - Moving My Way

Assessment -

- **IA1** - Performance - 20%
- **IA2** - Choreography - 20%
- **IA3** - Project (Dance Work) - 35%
- **EA** - External Assessment - 25%

Maximum QCE Credits = 4

Syllabus Objectives -

- Demonstrate an understanding of dance concepts and skills
- Apply literacy skills
- Organise and apply the dance concepts
- Analyse and interpret dance concepts and skills
- Apply technical skills
- Realise meaning through expressive skills
- Create dance to communicate meaning
- Evaluate dance, justifying the use of dance concepts and skills

Subject Specific Considerations -

- Bring your Own Device (BYOD)

Other Subjects to Consider -

- ATAR Pathway

Future Pathway or Career Areas -

- Arts Administration
- Events Manager
- Journalist
- Education
- Public Relations
- Occupational Therapy
- Podiatry
- Physiotherapy
- Exercise Physiologist
- Teacher



Drama (DRA)

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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 engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

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.

Units of Study -

- **Unit 1** - Share
- **Unit 2** - Reflect
- **Unit 3** - Challenge
- **Unit 4** - Transform

Assessment -

- **IA1** - Performance - 20%
- **IA2** - Project (Dramatic Concept) - 20%
- **IA3** - Project (Practice-Led Project) - 35%
- **EA** - External Assessment - 25%

Maximum QCE Credits = 4

Syllabus Objectives -

- Demonstrate skills of drama
- Apply literacy skills
- Interpret purpose, context and text
- Manipulate dramatic languages
- Analyse dramatic languages
- Evaluate dramatic languages

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- 'C' or higher in Drama (Year 10)

Other Subjects to Consider -

- ATAR Pathway
- General English

Future Pathway or Career Areas -

- Arts Administration
- Events Manager
- Journalist
- Education
- Lawyer
- Marketing Creative
- Public Relations
- Teacher
- Occupational Therapy



Music (MUS)

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

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

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

Units of Study -

- **Unit 1** - Designs
- **Unit 2** - Identities
- **Unit 3** - Innovations
- **Unit 4** - Narratives

Assessment -

- **IA1** - Performance - 20%
- **IA2** - Composition - 20%
- **IA3** - Intergrated Project - 35%
- **EA** - External Assessment - 25%

Maximum QCE Credits = 4

Syllabus Objectives -

- Demonstrate technical skills
- Explain music elements and concepts
- Use music elements and concepts
- Analyse music
- Apply compositional devices
- Apply literacy skills
- Interpret music elements and concepts
- Evaluate music to justify the use of music elements and concepts
- Realise music ideas
- Resolve music ideas

Subject Specific Considerations -

- Bring your Own Device (BYOD)

Other Subjects to Consider -

- ATAR Pathway

Future Pathway or Career Areas -

- Audiologist
- Audio Technician
- Digital Content Creator
- Arts Administration
- Events Manager
- Journalist
- Education
- Public Relations
- Occupational Therapy



Media Arts in Practice (MAP)

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Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices.

Students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

Units of Study -

- **Unit 1** - Community
- **Unit 2** - Representations
- **Unit 3** - Personal Viewpoints
- **Unit 4** - Persuasions

Assessment -

- Projects

Maximum QCE Credits = 4

Syllabus Objectives -

- Use media arts practices
- Plan media artworks
- Communicate ideas
- Evaluate media artworks

Subject Specific Considerations -

- Nil.

Other Subjects to Consider -

- Non-ATAR Pathway

Future Pathway or Career Areas -

- Photographer
- Filmmaking
- Director
- Producer
- Cinematographer
- Camera operator
- Lighting technician
- Sound technicians
- Storyboard designer
- Scriptwriter



Visual Arts in Practice (VAP)

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In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

Units of Study -

- **Unit 1** - Looking Inwards (Self)
- **Unit 2** - Looking Outwards (others)
- **Unit 3** - Clients
- **Unit 4** - Transform & Extend

Assessment -

- Projects (Folio/Proposal etc.)
- Multimodal Presentation

Maximum QCE Credits = 4

Syllabus Objectives -

- Use visual arts practices
- Plan artworks
- Communicate ideas
- Evaluate artworks

Subject Specific Considerations -

- Nil.

Other Subjects to Consider -

- Non-ATAR Pathway

Future Pathway or Career Areas -

- Design
- Styling
- Decorating
- Illustrating
- Drafting
- Visual Merchandising
- Make-Up Artistry
- Advertising
- Game Design
- Photography
- Animation
- Ceramics



Certificate III Dance (CUA30120)

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Students are prepared to become disciplined, creative, and industry-aware performers who make considered choices about their training, wellbeing, and career pathways. Through the Certificate III in Dance, learners develop technical and expressive dance skills while gaining insight into the expectations and opportunities of the professional dance world.

This nationally recognised qualification is embedded within the Signature Dance program, offering a unique platform where students explore their identity as artists, develop their choreographic voice, and build performance experience in a supportive, industry-aligned environment. The course cultivates resilience, teamwork, time management, and a commitment to continuous improvement – skills that transfer far beyond the studio.

Units of Competency (x13)

- **CUACIR301** - Perform Basic On-Ground Aerobic Techniques
- **CUAWHS211** - Develop a Basic Level of Physical Fitness for Dance Performance
- **CUADAN315** - Increase Depth of Jazz Dance Techniques
- **CUAPRF211** - Prepare for Live Performances
- **CUADAN318** - Increase Depth of Contemporary Dance Techniques
- **CUADLT311** - Develop Basic Dance Analysis Skills
- **CUACHR311** - Develop Basic Dance Composition Skills
- **CUAWHS311** - Condition Body for Dance Performance
- **CUAPRF317** - Develop Performance Techniques
- **CUADAN331** - Integrate Rhythm into Movement Activities
- **CUAIND311** - Work Effectively in the Creative Arts Industry
- **BSBTWK201** - Work Effectively with Others
- **CUAMUP311** - Prepare Personal Appearance for Performances

Maximum QCE Credits = 8

Assessment -

- Portfolios (x7)
- Observations (x11)
- DVD Response (x3)
- Workplace Simulated Project (x4)
- Teacher Questioning (x2)

Subject Specific Considerations -

- CUA30120 Certificate III in Dance is awarded when all 13 units of competency are successfully completed.
- A Statement of Attainment is awarded when only some of the units of competency are successfully completed.

Other Subjects to Consider -

- MUST be a part of Signature Dance
- MUST have completed Cert II Dance
- MUST be studying General Dance

Future Pathway or Career Areas -

- Professional Dancer
- Choreographer or Creative Director
- Dance Teacher or Studio Owner
- Dance Filmmaker or Content Creator
- Event Management
- Youth Arts or Community Work
- Health & Wellbeing



Business

Business

Business Studies | Tourism

Certificate III Business | Diploma of Business



Business (BUS)

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

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Units of Study -

- **Unit 1** - Business Creation
- **Unit 2** - Business Growth
- **Unit 3** - Business Diversification
- **Unit 4** - Business Evolution

Assessment -

- **IA1** - Combination Response Exam - 25%
 - 2 Hours + 15 Mins
- **IA2** - Business Report - 25%
 - 2000 Words
- **IA3** - Extended Response - Feasibility Report - 25%
 - 2000 Words
- **EA** - Combination Response Exam - 25%
 - 2 Hours + 15 Mins

Maximum QCE Credits = 4

Syllabus Objectives -

- Describe business situations and environments
- Explain business concepts and strategies
- Analyse and interpret business situations
- Evaluate business strategies
- Create responses that communicate meaning to suit audience, context and purpose

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- Preferred prior study of Business (Year 10)
- 'C' or higher in General English (Yr. 10)

Other Subjects to Consider -

- ATAR Pathway
- Diploma of Business

Future Pathway or Career Areas -

- Business Management
- Business Development
- Entrepreneurship
- Business Analytics
- Economics
- Business Law
- Accounting & Finance
- International Business
- Marketing
- Human Resources Management
- Business Information Systems



Business Studies (BSQ)

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Business Studies provides opportunities for students to develop practical business knowledge and skills for use, participation and work in a range of business contexts. Exciting and challenging career opportunities exist in a range of business contexts.

Business Studies focuses on business essentials and communication skills delivered through business contexts. Students explore business concepts and develop business practices to produce solutions to business situations.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills. They examine business information and apply their knowledge and skills related to business situations. The knowledge and skills developed in Business Studies enables students to participate effectively in the business world and as citizens dealing with issues emanating from business activities.

Units of Study -

- **Unit 1** - Entrepreneurship
- **Unit 2** - Working in Events
- **Unit 3** - Working in Marketing
- **Unit 4** - Working in Finance

Assessment -

- Extended Response -
 - Multimodal
 - Spoken
 - Written
- Project
 - Multimodal
 - Spoken
 - Written

Maximum QCE Credits = 4

Syllabus Objectives -

- Explain business concepts, processes and practices
- Examine business information
- Apply business knowledge
- Communicate responses
- Evaluate projects

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- Preferred prior study of Business Connections (Year 10)

Other Subjects to Consider -

- Non-ATAR Pathway
- Certificate III Business

Future Pathway or Career Areas -

- Office Administration
- Data Entry
- Retail
- Sales
- Reception
- Small Business
- Finance Administration
- Public Relations
- Property Management
- Events Administration
- Marketing



Tourism (TOU)

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Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment. This subject gives students opportunities to develop a variety of intellectual, technical, creative, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

In Tourism, students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts. Tourism provides opportunities for Queensland students to develop understandings that are geographically and culturally significant to them by, for example, investigating tourism activities related to local Aboriginal and Torres Strait Islander communities.

Units of Study -

- **Unit 1** - Tourism and Travel
- **Unit 2** - Tourism Marketing
- **Unit 3** - Tourism Industry and Careers
- **Unit 4** - Tourism Trends and Patterns

Assessment -

- Investigation -
 - Multimodal
 - Spoken
 - Written
- Project
 - Multimodal
 - Spoken
 - Written

Maximum QCE Credits = 4

Syllabus Objectives -

- Explain tourism principles, concepts and practices
- Examine tourism data and information
- Apply tourism knowledge
- Communicate responses
- Evaluate projects

Subject Specific Considerations -

- Bring your Own Device (BYOD)

Other Subjects to Consider -

- Non-ATAR Pathway

Future Pathway or Career Areas -

- Tourist Attractions
- Cruising
- Gaming
- Government and Industry
- Meeting and Events Coordination
- Caravan Parks
- Marketing
- Museums and Galleries
- Tour Operations
- Leisure Industry
- Transport and Travel



Certificate III Business (BSB30120)

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This qualification reflects the role of individuals in a variety of Business Services job roles. It is likely that these individuals are establishing their own work performance.

Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. They apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team.

Units of Competency (x13) -

- **BSBCRT311** - Apply critical thinking skills in a team environment
- **BSBPEF201** - Support personal wellbeing in the workplace
- **BSBSUS211** - Participate in sustainable work practices
- **BSBTWK301** - Use inclusive work practices
- **BSBWHS311** - Assist with maintaining workplace safety
- **BSBXCM301** - Engage in workplace communication
- **BSBTEC301** - Design and produce business documents
- **BSBWRT311** - Write simple documents
- **BSBTEC302** - Design and produce spreadsheets
- **BSBHRM416** - Process payroll
- **BSBINS302** - Organise workplace information
- **BSBOPS303** - Organise schedules
- **BSBFIN302** - Maintain financial records
- **BSBESB302** - Develop and present business proposals

Maximum QCE Credits = 8

Assessment -

- Projects (x7)
- Portfolio of Tasks
- Knowledge Questions
- Observation Checklists
- Major Activity

Subject Specific Considerations -

- A BSB30120 Certificate III in Business is awarded when all 13 units of competency are successfully completed.
- A Statement of Attainment is awarded when only some of the units of competency are successfully completed.

Future Pathway or Career Areas -

- Accounts Receivable/Payable Clerk
- Data Entry Operator/Word Processing
- Office Administration Assistant
- Clerk
- Receptionist
- Office Administrator

BSB50120 - Diploma of Business

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RTO Provider - Get Set Education (RTO Code - 45252)



GETSET
EDUCATION

This nationally recognised qualification is delivered under a third-party arrangement between North Lakes State College and Get Set Education (RTO Code 45252).

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

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

The BSB50120 Diploma of Business (Business Development) requires the completion of 12 units of competency:

- **BSBXCM501** - Lead communication in the workplace (C)
- **BSBCRT511** - Develop critical thinking in others (C)
- **BSBMKG546** - Develop social media engagement plans (E)
- **SIRXMKT006** - Develop a social media strategy (E)
- **BSBFIN501** - Manage budgets and financial plans (C)
- **BSBMKG541** - Identify and evaluate marketing opportunities (E)

Maximum QCE Credits = 8

Objectives -

- Demonstrate skills in leadership, management, and business administration
- Develop and implement business plans
- Describe and explain concepts and ideas regarding delivering a product and service to customers
- Apply strategies to manage financial plans and resources and control risks within a business
- Identify and evaluate marketing opportunities and develop social media engagement plans.

Course Requirements

- For successful completion, it is recommended that students have achieved a minimum C grade in Year 9 and 10 English and an average effort grade of B across all subjects.
- Students **MUST** also study Business (General).
- Students should have studied BUN10.

All applicants are required to:

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

Future Pathway or Career Areas -

Upon successful completion of the BSB50120 Diploma of Business, student career options could be:

- Business Manager
- Business Development Manager
- Administrator
- Executive Officer
- Program Consultant
- Program Coordinator
- Business Owner

BSB50120 - Diploma of Business

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RTO Provider - Get Set Education (RTO Code - 45252)



GETSET
EDUCATION

Units of Competency Continued -

- **BSBOPS601** - Develop and implement business plans (E)
- **SIRXMGT005** - Lead the development of business opportunities (E)
- **BSBOPS501** - Manage business resources (C)
- **BSBOPS505** - Manage organisational customer service (E)
- **BSBOPS504** - Manage business risk (E)
- **BSBSUS511** - Develop workplace policies and procedures for sustainability (C)

Course Costs | Tuition fee: \$899.00

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

Upfront Payment

An invoice for \$850.00 will be sent via email for payment within 14 days. This can be paid via:

- direct bank transfer
- online (payments via credit card attract a merchant fee of 1.75% for Visa & Mastercard and 2.9% for Amex and Diners cards).

Monthly Payment Plan Over 12 months

- If the monthly payment plan option is selected, parents/guardians will be emailed a link to Debit Success to set up a fixed monthly direct debit for 12 successful* payments.
- Please note, that the payment plan incurs additional charges including a one-off administration fee of \$12.00 and a transaction fee of 4.4% (including GST).

Maximum QCE Credits = 8

Assessment

Students will have both theoretical and practical assessments throughout the course.

- Students are assessed through:
- Practical tasks/observations
- Written reports
- Group projects
- eLearning projects
- Learner portfolio.

Resource Requirements -

- Vocational Education and Training (VET) students have a significant component of related online theory work to complete. VET students should have a device that meets the requirements of the School's Bring Your Own Device (BYOD) policy.

Total Cost: \$74.10 per month (12 payments) + \$12.00 administration fee = \$901.20.

*If direct debits are not up to date, it may affect access to our learning management system. Further details can be found in the Course Outline and at www.getset.edu.au

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

Digital Technologies

Digital Solutions

Information Communication & Technology

Certificate III Screen & Media



Digital Solutions (DIS)

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

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments.

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

Units of Study -

- **Unit 1** - Creating with Code
- **Unit 2** - Application and Data Solutions
- **Unit 3** - Digital Innovation
- **Unit 4** - Digital Impacts

Assessment -

- **IA1** - Technical Proposal - 25%
- **IA2** - Digital Solution - 25%
- **IA3** - Digital Solution - 25%
- **EA** - External Assessment - 25%

Maximum QCE Credits = 4

Syllabus Objectives -

- Recognise and describe elements, components, principles and processes
- Symbolise and explain information, ideas and interrelationships
- Analyse problems and information
- Determine solution requirements
- Synthesise information and ideas to develop possible digital solutions
- Generate components of digital solutions
- Evaluate components and solutions against criteria to make refinements and justified recommendations and evaluate impacts

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- Preferred prior study of Computer Science (Year 10)
- 'C' or higher in General English

Other Subjects to Consider -

- ATAR Pathway

Future Pathway or Career Areas -

- IT
- Science
- Technologies
- Engineering
- Mathematics



Information Communication & Technology (ICJ)

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Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce.

Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.

Units of Study -

- **Unit 1** - Audio and Video Production
- **Unit 2** - Layout and Publishing
- **Unit 3** - Digital Imaging and Modelling
- **Unit 4** - Web Development

Assessment -

- Product Proposal
- Project

Maximum QCE Credits = 4

Syllabus Objectives -

- Demonstrate practices, skills and processes
- Interpret client briefs and technical information
- Select practices and processes
- Sequence processes
- Evaluate processes and products
- Adapt processes and products

Subject Specific Considerations -

- Bring your Own Device (BYOD)

Other Subjects to Consider -

- Non-ATAR Pathway

Future Pathway or Career Areas -

- ICT Operations
- Help-Desk
- Sales Support
- Digital Media Support
- Office Administration
- Records and Data Management
- Call Centres



Certificate III Screen & Media (CUA31020)

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The CUA31020 qualification reflects the role of a skilled operator in the digital media industries. You will learn a broad range of skills and knowledge required for the practical and theoretical application of making digital media projects and working in the Creative Arts Industry. You decide where to focus your time and study. In each project you get to pick from Web or Graphic Design, Photography or Video Media. Your Course. Your Choice.

Units of Competency (x11)

- **CUAIND311** - Work effectively in the creative arts industry
- **CUAWHS312** - Apply work health and safety practices
- **CUAANM301** - Create 2D digital animations
- **CUASOU212** - Perform basic sound editing
- **CUADIG303** - Produce and prepare photo images
- **ICTICT312** - Use advanced features of applicants
- **CUADIG312** - Author interactive sequences
- **ICTICT316** - Implement to new technology
- **BSBCRT311** - Apply critical thinking skills in a team environment
- **CUADIG304** - Create visual design components
- **CUAACD201** - Develop drawing skills to communicate ideas

Maximum QCE Credits = 8

Assessment (x7 Projects) -

- Business Start Up
- Basic Animating
- Basic Photography
- Website Design & Development
- Basic Graphic Design
- Basic Design & Development
- Drawing by Design

Subject Specific Considerations -

- A CUA30120 Certificate III in Screen & Media is awarded when all 11 units of competency are successfully completed.
- A Statement of Attainment is awarded when only some of the units of competency are successfully completed.

Future Pathway or Career Areas -

- Editing Assistant
- Interactive Media Author Assistant
- Web Design Assistant
- Production Assistant
- Graphic Design Assistant
- Animator Assistant
- Artis

Industrial Technologies

Design

Building & Construction Skills |

Industrial Technology Skills

Certificate II Engineering Pathways



Design (DES)

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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.

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.

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.

Units of Study -

- **Unit 1** - Stakeholder Centered Design
- **Unit 2** - Commercial Design Influences
- **Unit 3** - Human-Centred Design
- **Unit 4** - Sustainable Design Influences

Assessment -

- **IA1** - Exam (Design Challenges) - 20%
- **IA2** - Project - 30%
- **IA3** - Project - 25%
- **EA** - External Assessment - 25%

Maximum QCE Credits = 4

Syllabus Objectives -

- Describe design problems and design criteria
- Represent ideas, design concepts and design information using drawing
- Analyse needs, wants and opportunities using data
- Devise ideas in response to design problems
- Synthesise ideas and design information
- Evaluate ideas and design concepts
- Make decisions about and use mode-appropriate features

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- Prior study of Design Enterprise (Year 10)

Other Subjects to Consider -

- ATAR Pathway
- General Mathematics

Future Pathway or Career Areas -

- Architecture
- Digital Media Design
- Fashion Design
- Graphic Design
- Industrial Design
- Interior Design
- Landscape Architecture



Building & Construction Skills (BSK)

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The building and construction industry transform raw materials into buildings and structures. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by the Australian building and construction industry to create structures.

Australia has a strong building and construction industry that provides employment for many people. The Building and Construction Skills subject focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

The Student Resource Scheme provides most resources to this subject, however, there may be an additional fee to cover all resources required. Invoicing will occur in approximately Week 5 Term 1 of each year.

Units of Study -

- **Unit 1** - Site Preparation and Foundations
- **Unit 2** - Framing and Cladding
- **Unit 3** - Fixing and Finishing
- **Unit 4** - Construction in the Domestic Building Industry

Assessment -

- Each Unit has a **Project** and a practical demonstration with **Multimodal Presentations**.

Maximum QCE Credits = 4

Syllabus Objectives -

- Describe industry practices in construction tasks
- Demonstrate fundamental construction skills
- Interpret drawings and technical information
- Analyse construction tasks
- Select and apply construction skills

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- On-guard Safety Training Completion

Other Subjects to Consider -

- Non-ATAR Pathway

Future Pathway or Career Areas -

- Bricklayer
- Plasterer
- Concreter
- Painter and Decorator
- Carpenter
- Joiner
- Roof Tiler
- Plumber
- Steel Fixer
- Landscaper
- Electrician



Industrial Technology Skills (ISK)

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The Industrial Technology Skills subject focuses on the underpinning industry practices and production processes required to manufacture products in a variety of industries, including aero skills, automotive, building and construction, engineering, furnishing and plastics. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time. The majority of learning is done through manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work. By doing manufacturing tasks, students develop transferable skills relevant to a range of industry-based electives and future employment opportunities.

Units of Study -

- **Unit 1** - Framing and Cladding
- **Unit 2** - Fitting and Machining
- **Unit 3** - Welding and Fabrication
- **Unit 4** - Production in the Bespoke Furniture Industry

Assessment -

- Each Unit has a **Project** and a practical demonstration with **Multimodal Presentations**.

Maximum QCE Credits = 4

Syllabus Objectives -

- Describe industry practices in manufacturing tasks
- Demonstrate fundamental production skills
- Interpret drawings and technical information
- Analyse manufacturing tasks to organise materials and resources
- Select and apply production skills and procedures in manufacturing skills

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- On-guard Safety Training Completion

Other Subjects to Consider -

- Non-ATAR Pathway

Future Pathway or Career Areas -

- Aeroskills
- Automotive
- Building & Construction
- Engineering
- Furnishing
- Industrial Graphics
- Plastics



Certificate II Engineering Pathways (MEM20422)

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

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

Units of Competency (x12)

- **MEM13015** - Work safely and effectively in manufacturing and engineering
- **MEMPE005** - Develop a career plan for the engineering and manufacturing industries
- **MEMPE006** - Undertake a basic engineering project
- **MSMENV272** - Participate in environmentally sustainable work practices
- **MSM11011** - Undertake manual handling
- **MEM16006** - Organise and communicate information
- **MEM16008** - Interact with computing technology
- **MEM18001** - Use hand tools
- **MEM18002** - Use power tools/hand-held operations
- **MEMPE001** - Use engineering workshop machines
- **MEMPE002** - Use electric welding machines
- **MEMPE007** - Pull apart and re-assembly engineering mechanisms

Maximum QCE Credits = 4

Assessment -

- Practical Demonstration
- Theoretical Assessment

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- On-guard Safety Training Completion

Other Subjects to Consider -

- Non-ATAR Pathway

Future Pathway or Career Areas -

- Entry-level employment
- Apprenticeships
- Traineeship
- Engineering related workplace



Hospitality Technologies

Food & Nutrition

Early Childhood Studies | Hospitality Practices

Certificate III Hospitality | Certificate III Allied
Health Assistance



Food & Nutrition (FNU)

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Food & Nutrition is the study of food in the context of food science, nutrition and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values.

This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life.

The food system includes the sectors of production, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching principles that have an impact on all sectors of the food system.

Students will actively engage in a food and nutrition problem solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Units of Study -

- **Unit 1** - Food science of vitamins, minerals and protein
- **Unit 2** - Food drivers and emerging trends
- **Unit 3** - Food science of carbohydrate and fat
- **Unit 4** - Food solution development for nutrition consumer markets

Assessment -

- **IA1** - Examination - 20%
- **IA2** - Project (folio) - 25%
- **IA3** - Project (folio) - 35%
- **EA** - External Assessment - 25%

Maximum QCE Credits = 4

Syllabus Objectives -

- Recognise and describe food and nutrition facts and principles
- Explain food and nutrition ideas and problems
- Analyse problems, information and data
- Determine solution requirements and criteria
- Synthesis information and data
- Generate solutions to provide data
- Evaluate and refine ideas

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- On-guard Safety Training Completion

Other Subjects to Consider -

- ATAR Pathway
- Biology
- General English

Future Pathway or Career Areas -

- Dietetics
- Health Nutrition
- Personal Trainer



Early Childhood Studies (ECS)

[CLICK HERE FOR QCAA SYLLABUS](#)

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development.

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development. Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments.

Units of Study -

- **Unit 1** - Play and Creativity
- **Unit 2** - Literacy and Numeracy
- **Unit 3** - Children's Development
- **Unit 4** - Children's Wellbeing

Assessment -

- Project
 - Play-based learning activity
 - Multimodal
- Investigation
 - Written
 - Spoken
 - Multimodal

Maximum QCE Credits = 4

Syllabus Objectives -

- Investigate the fundamentals and practices of early childhood learning
- Plan learning activities
- Implement learning activities
- Evaluate learning activities

Subject Specific Considerations -

- Bring your Own Device (BYOD)

Other Subjects to Consider -

- Non-ATAR Pathway
- School Based Traineeship opportunities

Future Pathway or Career Areas -

- Early Childhood Educators
- Teacher Aides
- Childcare Assistants
- Au Pair



Hospitality Studies (HPJ)

[CLICK HERE FOR QCAA SYLLABUS](#)

Hospitality Practices focuses on students learning about hospitality industry practices and production processes through real world application in industry contexts. Hospitality is an important industry economically and socially in Australia and is one of the largest employers in the country.

The course of study emphasises the food and beverage sector, which includes food and beverage production and service. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts. The majority of learning is done through hospitality tasks that relate to industry that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and work practically.

Units of Study -

- **Unit 1** - Casual Dining
- **Unit 2** - Bar and Barista Basics
- **Unit 3** - Culinary Trends
- **Unit 4** - Formal Dining

Assessment -

- Practical Demonstration
- Investigation
- Project

Maximum QCE Credits = 4

Syllabus Objectives -

- Demonstrate practices, skills and processes
- Interpret briefs
- Select practices, skills and procedures
- Sequence processes
- Evaluate skills, procedures and products
- Adapt production plans, techniques and procedures

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- On-guard Safety Training Completion

Other Subjects to Consider -

- Non-ATAR Pathway
- School Based Traineeship opportunities

Future Pathway or Career Areas -

- Hospitality
- Food & Beverage
- Event Management
- Tourism Management
- Business Management



Certificate III Hospitality (SIT30622)

[CLICK HERE FOR TRAINING.GOV.AU PACKAGE](#)

SIT30622 Certificate III in Hospitality builds on students' SIT20316 Certificate II in Hospitality skills (embedded in the SIT30616 Certificate III program).

Students studying SIT30622 Certificate III Hospitality will be participating in practical cooking, practical beverage preparation, table service, theoretical lessons and role plays.

Units of Competency (x13)

- **SITXFSA005** - Use hygienic practices for food safety
- **SITXWHS005** - Participate in safe work practices
- **SITXCCS014** - Provide services to customers
- **SITHIND006** - Source and use information on the hospitality industry
- **SITXCOM007** - Show social and cultural sensitivity
- **SITHIND008** - Work effectively in hospitality service
- **SITXHRM007** - Coach others in job skills
- **SITHCCC024** - Prepare and present simple dishes
- **SITHFAB021** - Prepare and serve non-alcoholic beverages
- **SITHCCC026** - Package prepared food stuffs
- **SITCCC023** - Use food preparation equipment
- **SITHFAB025** - Prepare and serve espresso coffee
- **SITHFAB027** - Serve food and beverage
- **SITHKOP009** - Clean kitchen premises and equipment
- **SITHFAB021** - Optional Elective: Provide Responsible Service of Alcohol (RSA)

Maximum QCE Credits = 8

Assessment -

- Practical assessment of food and beverage production and service
- Folio Projects
- Theory Exams
- Competency Based Assessment

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- On-guard Safety Training Completion
- Supplying own ingredients
- Service Hours

Other Subjects to Consider -

- Non-ATAR Pathway
- School Based Traineeship opportunities

Future Pathway or Career Areas -

- Hospitality
- Food & Beverage
- Event Management
- Tourism Management
- Business Management



Certificate III Allied Health Assistance (HLT33021)

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This qualification is offered through DIVTEC (RTO Code - 32535) under an RTO Memorandum of Understanding. Students will complete HLT33021 (Certificate III in Allied Health) across a 2-year-program.

The subject is delivered at North Lakes State College, however the RTO reports to the government all completed competencies.

Units of Competency (x12)

- **BSBMED301** - Interpret and apply medical terminology appropriately
- **CHCDIV001** - Work with diverse people
- **HLTAHA049** - Recognise impact of health conditions
- **HLTWHS001** - Participate in workplace health and safety
- **HLTAAP001** - Recognise healthy body systems
- **CHCCCS020** - Respond effectively to behaviours of concern
- **HLTAID009** - Provide cardiopulmonary resuscitation
- **CHCCOM005** - Communicate and work in health or community services
- **HLTAHA027** - Assist with an allied health program
- **HLTINF006** - Apply basic principles and practices of infection prevention and control
- **CHCCC2002** - Assist with movement
- **HLTAID011** - Provide First Aid
- **HLTHPS006** - Assist clients with medication

Maximum QCE Credits = 8

Assessment -

- Written Theory
- Case Study
- Group Work
- Practical Activities
- Placement Hours

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- External RTO Fee - \$950.00

NB - Please note that costs are correct at the time of printing and are subject to change. There are payment plans available to assist with the payment of Course Fees.

Other Subjects to Consider -

- Non-ATAR Pathway
- School Based Traineeship opportunities

Future Pathway or Career Areas -

- Allied Health Assistant
- Health Professional
- Audiology
- Orthoptics
- Radiography
- Clinical Psychology
- Occupational Therapy
- Optometry
- Pharmacy
- Speech Pathology
- Physiotherapy
- Psychology



Senior Schooling

Complementary Pathways
School of Distance Education
Aerospace Studies (Aviation SHS)
Access Program & Tutorial



Aerospace Systems (AES)

[CLICK HERE FOR QCAA SYLLABUS](#)

This course is delivered via QLearn in partnership with Aviation High School via Remote Learning. Curriculum is taught by teachers during scheduled online lessons. Interaction during online lessons is both written and spoken.

Technologies have been an integral part of society for as long as humans have had the desire to create solutions to improve their own and others' quality of life. Technologies have an impact on people and societies by transforming, restoring and sustaining the world in which we live. Australia needs enterprising and innovative individuals with the ability to make discerning decisions concerning the development, use and impact of technologies.

They gain knowledge of aeronautics, aerospace operations, safety management systems (including human factors), and systems thinking, enabling them to solve real-world-related aerospace problems using the problem-solving process in Aerospace Systems.

Units of Study -

- **Unit 1** - Aerospace Systems and Structures
- **Unit 2** - Emerging Aerospace Technologies
- **Unit 3** - Aerospace Operational Systems
- **Unit 4** - Aircraft Performance Systems and Human Factors

Assessment -

- **IA1** - Project (folio) - 25%
- **IA2** - Examination - 25%
- **IA3** - Project (folio) - 25%
- **EA** - External Assessment - 25%



Maximum QCE Credits = 4

Syllabus Objectives -

- Recognise and describe aerospace systems problems, knowledge, concepts and principles
- Symbolise and explain ideas, solutions and relationships
- Analyse problems and information
- Determine success criteria for aerospace problems
- Synthesis information and ideas to propose possible solutions
- Generate solutions to provide data to determine the feasibility of proposals
- Evaluate and refine ideas and solutions to make justified recommendations.

Subject Specific Considerations -

- Bring your Own Device (BYOD)
- Minimum of a 'B' in Year 10 English
- Minimum of a 'C' in Year 10 Mathematics
- 3 x 60 Minute Lessons (7:30am - 8:30am) - Wednesday to Friday
- \$100 (non-refundable)
- E6B Flight Computer; Flight Ruler and Flight Protractor

Other Subjects to Consider -

- ATAR Pathway

Future Pathway or Career Areas -

- Aviation
- Defence
- Technology



Distance Education Subjects

Distance Education Subjects are available through application only, and enrolment with a School of Distance Education.

Typically, this is for **Language Subjects** or **Subjects** not offered at North Lakes State College

Usual Schools of Distance Education providers for School Based Enrolments include -

- <https://brisbanesde.eq.edu.au/>
- <https://cairnssde.eq.edu.au/>

Subject Specific Considerations -

- Bring Your Own Device (BYOD)
- Headset/Microphone Requirements
- Out-of-Sync Lesson Schedules
- COM Line Required
- ATAR Pathway



Complementary Pathways (COM)

Students will only be eligible to select a COM Class for one of the following reasons -

Complementary Pathways -

- TAFE At Schools etc.
- Off-Campus Study (Trade College etc.)
- University Program (e.g. Uni SCHeadstart etc.)
- School-Based Apprenticeship/Traineeship
- Distance Education Subject
- Student Learning Centre (SLC) supported



Subject Specific Considerations -

- Bring your Own Device (BYOD)



Access Program (ACP) & Tutorial Program (TUP)

The Senior Secondary Access Program and Tutorial Program has been designed to provide students with a meaningful program that complements and supports their learnings to help prepare them for the rigours of senior curriculum, further study, the workforce and life. Students undertake two lessons per week.

Each year level participates in a specialised program for their specific juncture within the Senior Phase of Learning.

There are a number of opportunities throughout the year where students will attend presentations from external providers and agencies including QTAC, Universities, TAFE, Employers, Apprenticeship Providers, RACQ (etc.)

Topics Covered Include -

- Academic Tracking and Goal Setting
- Queensland Certificate of Education (QCE)
- Australian Tertiary Admission Rank (ATAR)
- Wellbeing initiatives
- QCAA Academic Integrity Course (Student)
- MyQCE Portal
- Tracked Data Sheets - Cognition Review
- Study Skills & Exam Preparation
- Employability Skills
- Drugs & Alcohol Education
- Respectful Relationship Education
- Career Guidance & Information
- Life Skills - Vehicles, Tax, Renting etc.
- Resume Writing
- Job Interviews

Assessment -

- There is NO Assessment in ACP/TUP
- **NB - Students MUST complete the Academic Integrity Course as part of QCE Eligibility**

