



YEAR 10 - 2027

Subject Selection Handbook

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From The Head of School (Secondary Phases Focus)

Dear Parents and Students

Welcome to Year 10! This year presents many exciting learning and formation opportunities for students. Becoming more independent as learners and understanding more about their interests, strengths, aspirations, and possible career choices are the key priorities for Year 10. With the increased course specialisation available, students have multiple opportunities to consolidate the skills that will equip them to select and navigate the most appropriate pathway through Year 11 and 12.

Wellbeing strategies continue, with an emphasis on growing in an understanding of self in the context of the world, active team contribution and of making positive everyday choices. The Year 10 Pastoral Care Program focuses on service, knowing oneself and exploring future careers. Work Placement provides another formative avenue during which students can learn more about themselves. Faith Formation experiences strive to develop a more grounded sense of how each student lives their core values and strengthens their capacity to navigate the personal and moral complexities that come with their growing adolescent freedom.

Learning experiences are planned around the development of strong subject discipline knowledge and skills to serve as effective entry points to further learning. Literacy, numeracy and being able to present and hold an articulate point of view within a subject discipline underpin the curriculum experiences in Year 10.

This Handbook is an important resource to assist students in making informed choices around their pattern of study in Year 10. It is important to read the learning requirements of each course being offered to make these determinations.

During Term 3, Year 10 students will complete a Senior Education and Training Plan (SET Plan). The plan is finalised by the end of Year 10 and is agreed upon between the student, their parents, and the College. The SET Plan is a clear articulation of current pattern of learning, career aspirations, desired learning pathway and nominated subjects for study throughout Years 11 and 12. A key aspect of Year 10 is to explore whether students are drawn towards pursuing a university entrance pathway or seek the development of work readiness skills and further training through TAFE (or other RTOs). This second pathway can be done in conjunction with a Traineeship. This understanding will significantly assist in their SET Plan process.

Year 10 students are transitioning into the Senior Years which involves increased subject specificity and academic demand. Good routines, encouragement to persist with learning at home and regular targeted practice will support students in becoming more self-reliant and confident in their learning. This foundation will be an important preparation strategy for their Year 11 and 12 Senior pattern of study.

We welcome our young people to this exciting time of their Year 10 education as they seek to acquire worthwhile qualifications and skills that equip them for the future phase of their lives beyond school. As partners in your student's education, Unity College staff look forward to the ongoing learning journey of preparing dynamic young people with the skills to transform their future world.

Yours sincerely,



Jessica Lusk
Head of College (Secondary Phases)

The College Mission Statement

Unity College aims to be a welcoming and supportive community of people who respect ourselves, others, and the environment. This is evidenced through our Mission Statement:

“We are a learning community, inspiring, uniting and succeeding through Christ.”

Student Faith Formation

As an Ecumenical College, Unity College seeks to provide a developmental experience of the wisdoms of both the Catholic and Uniting Churches for students and their families. Our college endeavours to be a place where all involved encounter the mission and outreach of both traditions through supportive pastoral care and the experience of a rich Christian community. The charism of Unity's unique Celtic Christian Spirituality is based on our six virtues: Welcome, Prayer and Contemplation, Circle, Reverence for Nature, Hospitality, Wonder and Awe. The two core participating traditions journey together towards the unity Christ desires for all by identifying common Church teachings, while at the same time recognising and celebrating the differences that exist in each denomination.

Student Wellbeing

Student wellbeing is an integral part of the College Mission. It is experienced whenever the people within our community interact to make positive choices. Pastoral Care draws together all aspects of student wellbeing – spiritual, academic, social, and physical. At its centre are meaningful relationships that are built on trust and compassion. Programs are in place to assist each student to develop into young men and women who can, and will, contribute to both the local and global communities. An underlying principle of Pastoral Care is that each student is an individual with particular needs; and it is the day-to-day care of each student and their needs that is paramount.

At Unity College, when your child is enrolled, they are placed into a Pastoral Care group and a House group. This Pastoral Care group meets daily, each morning, with their Pastoral Care teacher. Pastoral Care teachers come to know your child well. These relationships are particularly important at transition times in your son's or daughter's learning journey at Unity College. Your child's Pastoral Care teacher and peer group can offer support and encouragement during challenging times, as well as celebrate the good times in life.

Each year level engages in a range of activities and programs to promote student wellbeing. This will include a mix of retreats, incursions, excursions, camps, and guest presenters.

As our Secondary Phase students grow and develop, our aim is to assist them to come to know and understand themselves more, so they are ready to face the challenges beyond school. Pastoral Care helps promote the wellbeing of all students.

Information for Students and Parents

Choosing Year 10 Areas of Study

The timetable for 2027 will take the format of a 10-day (two week) cycle consisting of 50 periods.

All students in Year 10 study the mandatory core subjects of Religion, English, Mathematics and Health & Physical Education. Students will also study a selection of semester long subjects from other Learning Areas to ensure that a breadth and depth of learning occurs. The selection requirements of elective subjects are outlined below.

Overview of Elective Structure

Year 10 Elective Subject Selection Requirements

Year 10 students must choose courses/subjects according to the following pattern of study:

- **All students study a full year of Science-based subjects consisting of Science Core in Semester one and at least one chosen Science Core Elective in Semester two** *(see [points to note #2](#) below for those interested in an electrical apprenticeship or Defence Force trade pathway)
- **4 additional electives from any learning area**

A list of the proposed electives from each of the Learning Areas showing the possible pathway progressions are listed on the next page. In most cases it is helpful (but not a requirement) to have completed prior study in an elective subject leading into Year 10. Please read the subject descriptions carefully for any compulsory prerequisite study.

Subject Progression and Pathways Points to Note

1. Student demand and College resourcing always determine whether a subject will be run in any particular year. This is especially relevant for new offerings in the College where the level of student interest is unknown at this stage.
2. If looking to pursue a school-based electrical apprenticeship or a Defence Force trade pathway, a full year of Year 10 Science is required (including potentially Physics as your science elective in Semester two). Please see Mrs Christie or Mrs Beard in the Pathways office for assistance with your subject electives should you be interested in these pathways.

Year 9 - 12 Subject Progressions and Pathways

Denotes: **Core Subject**

*Denotes: Applied Subject

#Denotes: Semester Course

+Denotes: Full Year Course

Study Field	Year 9	Year 10	Senior
English	English	English	Essential English*
			English
			English Literature
Mathematics	Mathematics	Mathematics	Essential Mathematics*
			General Mathematics
			Mathematical Methods
			Specialist Mathematics
Religion	Religious Education	Religious Education	Religion and Ethics*
			Study of Religion
			Certificate III in Christian Ministry
Science	Science	Science [#] (Semester 1 only)	Chemistry, Physics, Biology, Marine Sc
		Chemistry [#] (Semester 2 only)	Chemistry
		Physics [#] (Semester 2 only)	Physics
		Biology [#] (Semester 2 only)	Biology
		Marine Science [#] (Semester 2 only)	Marine Science
		Science in Practice [#] (Semester 2 only)	
Humanities	History	History [#]	Ancient History
		Ancient & Modern History [#]	Modern History
		Geography [#]	Geography
		Civics & Citizenship [#]	Legal Studies
	Economics and Business	Economics & Business [#]	Certificate IV in Justice Studies
			Business
			Social and Community Studies*
Arts + Media	Dance [#]	Dance [#]	Dance
			Dance in Practice*
	Drama [#]	Drama [#]	Drama
			Drama in Practice*
	Visual Art [#]	Visual Arts [#]	Visual Art
	Music [#]	Music [#]	Music
	Media Arts [#]	Media Arts [#]	Certificate III in Visual Arts (Photography specialisation)
Language	Japanese [#]	Japanese ⁺	Japanese
Physical Education	Health & Physical Education [#]	Health & Physical Education	Physical Education
			Certificate II in Health Support + Certificate III in Community Services
		Health & PE (Movement & Physical Activity) [#]	Physical Education
		Health & PE (Personal Social & Community Health) [#]	Certificate III in Fitness
Technologies and Design	Science Technology Engineering & Materials [#]	Digital Technologies [#]	Digital Solutions (FisherONE)
	Design: Metal & Materials [#]	Design & Technologies (Engineering & Materials) [#]	Engineering Skills*
			Certificate III Engineering Technical
	Design: Wood & Materials [#]	Design & Technologies (Materials & Technologies) [#]	Furnishing Skills*
			Certificate III Engineering Technical
	Design: Graphics [#]	Design & Technologies [#]	Certificate III Engineering Technical
	Design: Food Specialisations [#]	Cert I in Hospitality [#]	Certificate II Hospitality
			Certificate III Events
	Design: Food Specialisations [#]	Design & Technologies (Food Specialisations) [#]	Food & Nutrition

QCE and Tertiary Entrance Systems

Students moving into Year 10 will be part of the Queensland Senior Schooling Structure leading to the Queensland Certificate of Education (QCE). It is internationally recognised and provides evidence of senior schooling achievements.

Senior pathway planning starts in Year 10, when schools work with students and their parents/carers to develop a Senior Education and Training (SET) plan or equivalent. A SET plan helps students structure their learning around their abilities, interests, and ambitions. It details what, where and how students will study in Years 11 and 12.

For more information on the Queensland Certificate of Education (QCE) and tertiary entrance systems, please visit the [QCAA \(Queensland Curriculum Assessment Authority\) website](http://www.qcaa.qld.edu.au).

Senior Learning Pathways

In Year 11 and 12, students will have two broad pathways available to them:

University Entry Further Learning Pathway	Work Readiness and Further Training Pathway
Students who wish to move from school to university to acquire degree level or higher qualification(s) are advised to select a pattern of study that makes them eligible for university via an ATAR (Australian Tertiary Admission Rank) score at the end of their senior phase of school.	Students who are seeking to move to work or an apprenticeship and further training (through TAFE or other providers) after school are advised to select a study pattern with embedded work readiness skills to best equip them for this pathway. (NOTE: Further training may make students eligible to study at university at a future time upon successful completion of that training.)
Students would study according to this pattern: - A minimum of 5 General subjects - The 6th subject may be: a) another General Subject b) an Applied subject <i>(Applied Subjects will not be weighted as highly as General Subjects in their contribution to the ATAR score.)</i> c) a Certificate Course <i>(Only Cert III or IV Courses will contribute to an ATAR score, and they will not be weighted as highly as General Subjects in their contribution.)</i> Please note: - It is also possible to gain an ATAR score with 4 General subjects and an Applied or Certificate III or IV course; however, this is unlikely to achieve as high an ATAR score. - There are additional ways for a student to enter some university courses and these are university specific. These will be explained to students in information sessions.	Students would study according to this pattern: - A Traineeship with embedded training and a selection of other courses so the total study pattern comes to an equivalent of 6 subjects. - Participation at the Trade Training Centre or enrolled in other full day programs and a selection of other courses so the total study pattern comes to an equivalent of 6 subjects. - Any combination of Certificate, Applied and General subjects so that the total study pattern comes to an equivalent of 6 courses. Please note: <i>As this is a very individual and flexible pattern of study, career guidance and advice on subject selection will be provided to each student according to their specific needs and aspirations within these broad guidelines.</i>

In either pathway, students are required to study a Religion, English and Mathematics subject along with three other subjects according to one of the above patterns of study. Keep this in mind when selecting subjects for Year 10, as this forms an integral preparation for continued study in the Senior Phase of Learning.

Strategies for Choosing Subjects

Students are advised to select subjects and courses based on the following criteria:

- The subjects are of **interest**, **success happens** in them and there is a **willingness to work hard** in them. For example, Extension Mathematics requires hard work (even for a student who likes the subject) to be successful.
- What may interest them or may lead to **possible career directions**. For example, thinking about becoming a carpenter suggests that a course in Design: Wood is advantageous.
- The **match to the learning style** that happens within the subject area. For example, extensive reading and synthesis may suit some students, while designing and making may suit others.
- The **skills development** that will be built for Year 11 and 12 courses. For example, it is particularly important if Japanese is being considered in Year 11 and 12 that Japanese is studied in Year 10.

Students are advised to research each subject carefully by reading the outlines, looking at the texts and materials used, examining projects produced in those subjects, talking to current teachers of that subject, and asking students who may have studied it previously about their experiences.

It is important to read the learning requirements of each course being offered to make these determinations.

Reflecting on your Current Evidence of Learning

To assist in reflecting upon individual strengths, interests and career connections, students are asked to complete the following activities to prepare them for subject selection.

List your Year 9 Semester One subjects and results. Consider whether you worked to the best of your ability in these subjects and whether each subject is relevant to future directions.

Subject	Result	Does my result reflect my best effort? Explain your answer.	How does this link to future pathway options?
English			
Mathematics			
Religion			
Humanities			
Science			
HPE			

Visit the [BEYOND Platform](#)

Information on career targets, careers, courses, and scholarships can be found on the interactive features of the home page.

Explore future career directions by taking this [explore careers quiz](#). Explore suggested occupations and their required skills and education. Record your results in the table below.

Area	Percentage	Industries and Occupations to explore

Consider the links between these areas and available subjects:

List 3 careers or occupations of interest. Identify subjects that relate to these fields. The [MyFuture](#) website is a reliable source of information (including educational requirements / tertiary courses) for a wide range of occupations.

Occupation / Industry	Related school subject areas

Useful websites include:

[TAFE QLD](#)

[QTAC](#) (Queensland Tertiary Admissions Centre)

[MyFuture](#)

[Good Universities Guide](#)

[School-based apprenticeships and traineeships](#)

[BEYOND Platform](#)

Points to note:

Before selecting subjects, students should carefully read the Course Outlines in this handbook. They should also note the following points:

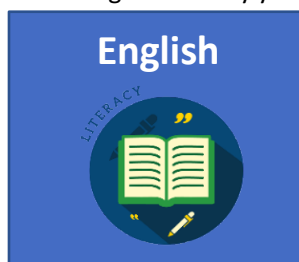
- If insufficient students opt for a given subject, it may not be offered.
- The electives chosen for the curriculum each year will be arranged on lines and students will then be asked to select one subject from each line. It is quite likely that two subjects which a student wishes to take may occur on the same line. **A choice will then have to be made between the two subjects.**
- Lines are structured according to student needs. Students are asked to think through their preliminary selections carefully. They also need to understand that there may need to be some flexibility in making final subject choices.
- Quota restrictions apply to all subjects and **selection of an elective does not guarantee a place in the subject.**

My Year 10 Course Design

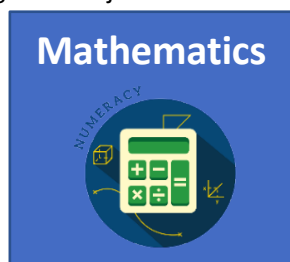
Use this page to plan your Year 10 subject selections in readiness for '[Subject Selection Online](#)'. All students will automatically be enrolled in the following mandatory year-long core subjects as well as Science Core in Semester Two.



Religion



English



Mathematics



Health & PE

Step 1: Science (Compulsory Study)

All students study a full year of Science-based subjects consisting of **Science Core** in Semester 1 and at least one (1) **Science Core Elective** in Semester 2.

SEMESTER 1 - Science (all students)

All students study Science in Semester 1

Science (all students)

SEMESTER 2 - Science Core Elective *

Select **one (1)** preferred Science Core Elective for Semester 2
You may choose additional Science electives in Step 2

	Biology
	Chemistry
	Marine Science
	Physics
	Science in Practice

* Please note, your Science Core Elective and any other science electives chosen in Step 2 can only be studied in semester 2.

Step 2: Elective Selections

Please note the following before making your selections:

- Japanese **must** be studied as a full-year subject and will count as 2 elective choices.
- Additional Science subjects may be selected as well as the Semester 2 Science elective chosen in Step 1 above.

Now select four (4) electives in order of preference from the following options:

	Japanese (*FULL YEAR)		Design & Technologies (Food Specialisations)
	Music		Certificate I in Hospitality
	Dance		History
	Drama		Ancient & Modern History
	Media Arts		Economics & Business
	Visual Art		Geography
	Health & PE (Movement & Physical Activity)		Civics & Citizenship
	Health & PE (Personal Social & Community Health)		Biology (semester 2 only)
	Digital Technologies		Chemistry (semester 2 only)
	Design & Technologies (Engineering & Materials)		Marine Science (semester 2 only)
	Design & Technologies (Materials & Technologies)		Physics (semester 2 only)
	Design & Technologies		

Step 3: Reserve Elective Subject Choices

Choose **two (2)** 'Reserve electives' that you haven't already selected in the previous steps.

General Reserve 1:

General Reserve 2:

Step 4: Reserve Science Core Choice

Now select a reserve choice for your Science Core Elective.

Science (Biology, Chemistry, Marine, or Physics)

Religion 10RE



Subject Area	Religion	Length	2 semesters
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Year 10 Religion will prepare students for Year 11 and 12 pathways with appropriate content delivery and expectations. It seeks to develop the religious literacy of students in light of the Catholic/Uniting Church Christian traditions, so that they might participate critically and authentically in contemporary culture.

Pathways to Senior Subjects

- Study of Religion
- Religion and Ethics
- Certificate III Christian Ministry and Theology

Learning experiences

Students will:

- Analyse how the Church has responded to a range of emerging threats to both human ecology and environmental ecology
- Explore an understanding of community, symbol and meaning through an analysis of the Catholic and Uniting Church rituals of Eucharist
- Develop and justify personal responses to the Holocaust and environmental disaster using Catholic Social Teachings and reasoned judgments of conscience
- Use evidence from Old Testament and New Testament texts to explain different representations of the “Mystery” of God using the Arts
- Explore core beliefs and practices of the major religions (Christianity, Islam, Judaism, Hinduism, and Buddhism) and how these reflect the human understanding of God or the ‘Other’
- Participate in a variety of personal and communal prayer experiences.

Assessment

- Multimodal presentation
- Short response examinations / Response to stimulus examination
- Portfolio of written and created artwork
- Children’s Storybook

This subject caters to

This course explores the four strands of Sacred Texts - Christian Life - Beliefs - Church and will provide the basis for Religious Education subjects in Years 11 and 12.

Career Aspirations

Communications, Teaching, Journalism, Sociology, Psychology, Archeology, History, Ministry, Health.

Resources required

Student supplies laptop and stationery.
College supplies text and study materials.

English 10ENG



Subject Area	English	Length	2 semesters
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During the year, students will have the opportunity to demonstrate Australian Curriculum criteria associated with the Learning Area of English. All students will be taught from the ACARA Year 10 syllabus embedding the criteria of Language, Literacy and Literature. They will develop a range of literacy practices to help them become active and informed citizens who are able to participate as lifelong learners in a rapidly changing world. The concepts or topics explored in the curriculum will complement and enhance other Learning Areas. In Semester 2, students will be invited to prepare for an ATAR English (university) or Essential English (vocational) pathway in Year 11 and 12; based on their results in Semester 1.

Pathways to Senior Subjects

- General English
- English Literature
- Essential English

Assessment

- Expository essays
- Creative writing
- End of term exams
- Multimodal presentations

This subject caters to

Core subject (All students)

Career Aspirations

Writer, Film and TV Editor, Law Clerk, Education Aide, Art Critic, Film Critic, Journalist, Interpreter, Lawyer, Librarian, Translator, Theatre Critic, Teacher, Speech Pathologist, Sociologist, Publisher, Secretary, Stage Manager, Tour Guide, Tourist Information Officer, Public Relation Officer, Project Administrator, Literature Critic, Media Presenter, Publicity Agent and many more!

Resources required

Student supplies laptop and stationery.
College supplies texts and study materials.

Mathematics 10MAT



Subject Area	Mathematics	Length	2 semesters
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The organisation of the Year 10 Mathematics course has been designed to accommodate an increased scope for academic extension for students seeking to pursue Mathematics Methods and/or Specialist Mathematics in Year 11 and 12. All students will be taught from the ACARA Year 10 syllabus with variation in extension pathway in both Semesters. This structure will allow entry and exit points from Term 1 for students achieving prerequisite grades or a desire to pursue the Extension Pathway in Semester 1. In Semester 2, students will be invited to study Pre-Essential Mathematics, Pre-General Mathematics or Pre-Mathematical Methods based on results in Semester 1.

Pathways to Senior Subjects

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

Learning experiences

- Apply number and algebra skills to describe simplify and solve algebraic expressions and equations. Explore linear and quadratic equations and functions in Pre-Mathematical Methods. Solve problems involving compound interest including the use of technology.
- Solve right angle triangle problems using trigonometric properties including angles of elevation and depression. Solve problems involving surface area, volume, and composite shapes. Formulate proofs and apply logical reasoning to congruency and similarity in Pre-General Mathematics.
- Critically evaluate statistical information including the use of box plots and develop intuitions about data including bivariate data. Use correct probability language and determine probabilities including two and three step experiments.

Assessment

- End of term and semester exams
- An assignment during the course

This subject caters to

Core subject (all students)
Students will need to demonstrate a B standard or better to continue to study Pre-Mathematical Methods in semester 2.
Students will need to demonstrate a C standard or better to study Pre-General Mathematics in semester 2.

Career Aspirations

All careers involve some level of Mathematics. Science courses at a university level require a knowledge of Mathematical Methods. Engineering courses at a university level require a knowledge of Specialist Mathematics.

Resources required

Student supplies laptop and stationery including a CASIO *fx-82AU PLUS II* scientific calculator. College supplies texts and study materials.

Health & Physical Education 10HPE



Subject Area	Health & Physical Education	Length	2 semesters
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In Year 10 HPE, students investigate a range of health issues relevant to young people, including mental health, sexual health, healthy eating, personal and relationship safety, body image, and behaviours associated with substance use. Whilst investigating, students recognise the importance of assertive communication, help-seeking strategies, and support services.

Throughout this year, students also explore the importance of positive and respectful relationships. They have opportunities to explore empathy, ethical decision-making, respect and consent, and analyse the role they play in establishing and maintaining respectful relationships.

In the practical physical education component, students further investigate techniques to assess the quality of movement performances. They adapt and improvise their movements to respond to different movement situations, stimuli, and challenges. Students refine and consolidate their leadership, teamwork, and collaborative skills through participation in a range of physical activities.

Pathways to Senior Subjects

- Physical Education
- Social and Community Studies
- Certificate III in Fitness
- Certificate II in Health Support Services

Learning experiences

Students will:

- Explore the importance of positive and respectful relationships and their role in maintaining these
- Investigate the importance of wellbeing and how this can be improved by positive lifestyle choices such as regular fitness, exercise, healthy eating and respectful relationships
- Use an inquiry approach to understand the role of leadership and how this can be developed in and outside of the classroom including practical sporting settings and within social groups
- Be involved in a variety of sporting contexts in which they will refine their movement sequences to solve challenging problems within a game or sport.

Assessment

Students will demonstrate knowledge of learnt concepts through a variety of assessment types such as multimodal presentations, podcasts and a highlight reel of movement sequences.

This subject caters to

Empowering students to make healthy choices in regard to their wellbeing which includes their physical, emotional, and social health.

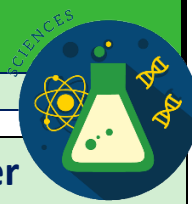
Career Aspirations

Exercise Science, Physiotherapist, Sports Medicine, Sports Administration, Exercise Physiology, Nutrition and Wellbeing, Nursing, Paramedic, Sports Coaching, Fitness and Functional Training, Physical Education, Primary Teaching.

Resources required

Student supplies laptop stationery and sports uniform.
College supplies learning materials.

Science 10SCI



Subject Area	Science	Length	1 semester
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All students study Science 10SCI in Semester one. Across the semester, students complete a broad introductory program that develops foundational understanding across the four science disciplines: Biology, Earth and Space Science, Physics, and Chemistry. The semester is designed to provide students with a balanced exposure to key Year 10 concepts, support scientific literacy and enable informed decision making for senior science pathways.

Pathways to Senior Subjects

- Biology
- Chemistry
- Marine Science
- Physics

Learning experiences

Unit 1: Biology – Genetics and Evolution

Students investigate how genetic information is inherited and how variation within populations contributes to evolution by natural selection. Students explore patterns of inheritance, sources of variation, and the role of selective pressures in shaping populations over time. They examine evidence for evolution, including fossils and observable changes in species, and develop their ability to explain biological processes using scientific evidence.

Unit 2: Earth and Space Science

Students focus on understanding the origin and evolution of the universe and how energy flows within Earth systems influence global climate patterns. Students examine the Big Bang theory and analyse the scientific evidence that supports it. They also use models to explain interactions between the geosphere, biosphere, hydrosphere, and atmosphere, and how these interactions contribute to patterns of global climate change.

Unit 3: Physics – Forces and Motion

Students investigate Newton's laws of motion and develop a quantitative understanding of the relationship between force, mass, and acceleration. Through practical investigations and data analysis, students explain and predict motion using equations, graphs, and models. Real-world applications, such as transport and safety systems, are used to contextualise learning and support conceptual understanding.

Unit 4: Chemistry – Atomic Structure and Chemical Reactions

Students develop their understanding of how atomic structure relates to the organisation of elements in the periodic table. Students identify patterns in element properties and use atomic models to explain chemical behaviour. They also investigate chemical reactions and examine factors that affect reaction rates.

Assessment

End of term and semester exams

This subject caters to

Year 10 General Science supports students who are curious about the world around them and interested in understanding how scientific knowledge is used to solve real-world problems. This subject helps students build the skills needed for senior science pathways, vocational learning, further study, and a wide range of future careers.

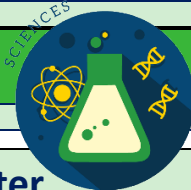
Career aspirations

Students who enjoy General Science may be interested in careers connected to health, medicine, environmental science, engineering, agriculture, laboratory work, technology, education, sport science, forensics, conservation, marine science, aviation, mining or trades that use scientific and technical knowledge.

Resources required

Students supply laptop and stationery including a CASIO fx-82AU Plus II scientific calculator.
College supplies texts and study materials.

Biology 10BIO



Subject Area	Science	Length	1 semester
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This Semester 2 unit is an elective within the Science learning area and one of five options available to students. It builds on the preceding module, extending and deepening students' knowledge, understanding and skills through increasingly complex and applied learning contexts.

In this unit, students investigate how genetic information is inherited and how evolutionary processes contribute to the diversity of life on Earth. Students explore DNA, genes, chromosomes, patterns of inheritance, mutations, natural selection, and evidence for evolution. They analyse scientific data, develop explanations using evidence, and evaluate how advances in genetics influence society and ethical decision-making.

Students apply biological understanding through practical investigations, modelling, data interpretation, and research tasks.

The sequence of topics and assessment tasks is designed to bridge the gap between year 10 and QCAA Senior Biology. By introducing concepts, skills, and assessment formats similar to those encountered in Senior Biology (QCAA Biology Syllabus 2025 v1.3).

Pathways to Senior Subjects

- Biology
- Marine Science

Assessment

- End of Term exam
- Research Tasks

Learning experiences

- Practical experiments
- Investigations
- Research Tasks

This subject caters to

Students with an interest in science and who enjoy linking practical work to theory. Students should have good academic abilities in science, reading, and writing.

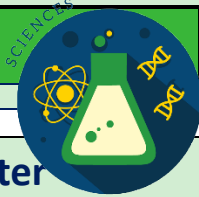
Career Aspirations

Health Sciences, Science, Ranger, Zoologist, Teacher.

Resources required

Students supply laptops and stationery.
College supplies text and study materials.

Chemistry 10CHE



Subject Area	Science	Length	1 semester
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This Semester 2 subject is an elective within the Science learning area and one of five options available to students. It builds on the preceding module, extending and deepening students' knowledge, understanding and skills through increasingly complex and applied learning contexts.

It is designed to provide students with a comprehensive foundation in chemical concepts, skills, and scientific inquiry, in line with the Australian Curriculum, Assessment and Reporting Authority (ACARA) standards. The unit aims to build the essential knowledge and skills that will enable a smooth transition to the Queensland Curriculum and Assessment Authority (QCAA) Senior Chemistry program. Through hands-on experiments and critical thinking activities, students will develop both theoretical understanding and practical laboratory abilities, preparing them for the rigours of senior Chemistry studies.

The unit focuses on chemical reactions, atomic structure, the periodic table, and the properties of substances. It emphasises Science Inquiry Skills, including planning and conducting investigations, analysing data, and communicating scientific ideas.

The sequence of topics and assessment tasks are designed to bridge the gap between Year 10 and QCAA Senior Chemistry. By introducing concepts, skills, and assessment formats similar to those encountered in Senior Chemistry (QCAA Chemistry Syllabus 2025 v1.3), students will develop confidence and familiarity with expectations at the next level.

Pathways to Senior Subjects

- Chemistry
- Biology
- Marine Science
- Physics

Assessment

- End of unit exam
- Student Investigation

Learning experiences

- Practical experiments
- Research Tasks

This subject caters to

Students with an interest in science and who enjoy linking practical work to theory. Students should have good academic abilities in science, reading and writing.

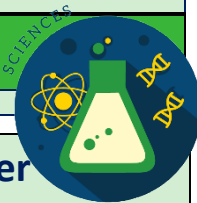
Career Aspirations

Health Science, Engineering, Pharmacy, Science, Teaching

Resources required

Student supplies laptop and stationery.
College supplies text and study materials.

Marine Science 10MSCI



Subject Area	Science	Length	1 semester
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This Semester 2 unit is an elective within the Science learning area and one of five options available to students. It builds on the preceding module, extending and deepening students' knowledge, understanding and skills through increasingly complex and applied learning contexts.

Let's dive deep into the underwater world. Marine Science combines all of the sciences together to focus on our oceans and their role in maintaining the balance of life on earth. Have you ever wondered what lies far beneath the waves - from dangerous marine creatures to weird and wonderful deep-sea aliens? This course focuses on the practical skill of snorkeling taught in a pool; climate change and its impacts on our oceans; marine classification and adaptations; dangerous marine creatures; the deep-sea floor; and the alien creatures that live in these depths.

Pathways to Senior Subjects

- Marine Science
- Biology

Assessment

- Marine Science Skill – Snorkeling
- Research investigation
- Student experiment
- End of term exam

Learning experiences

- Practical experiments
- Research Tasks

This subject caters to

This course is an excellent introduction into Year 11 and 12 Marine Science. If you love the marine environment and have a strong interest in Environmental Sciences, then this is the course for you.

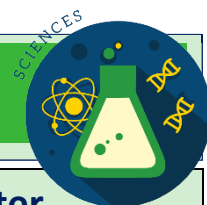
Career Aspirations

Marine Biologist, Marine Tourism and Education Officer (SeaWorld and SeaLife), Park Ranger, Marine Tourism, Environmental Science, Zoologist, Ocean Engineering, Ocean Mapping, Fisheries Industry, Research etc.

Resources required

Students supply laptop and stationery.
College supplies handouts, written materials, and guest speakers.

Physics 10PHY



Subject Area	Science	Length	1 semester
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This Semester Two unit is an elective within the Science learning area and one of five options available to students. It builds on the preceding module, extending and deepening students' knowledge, understanding and skills through increasingly complex and applied learning contexts.

Students investigate space science, motion and forces, sequencing key events in the evolution of the universe and examining evidence for the Big Bang Theory through red and blue shift, electromagnetic radiation, star classification, stellar life cycles and black holes. They explain how Newton's laws describe motion and apply these ideas to analyse forces, mass, weight, gravity, speed, velocity and acceleration through activities such as graphing motion, interpreting H-R diagrams, analysing data sets, completing calculations, constructing free-body diagrams and responding to real-world scenarios. Across the unit, students analyse and connect data to identify patterns, trends and relationships, evaluate conclusions and claims, and communicate evidence-based scientific explanations and arguments through research, discussion and scientific writing.

The sequence of topics and assessment tasks is designed to bridge the gap between Year 10 and QCAA Senior Physics. By introducing concepts, skills, and assessment formats similar to those encountered in Senior Physics (QCAA Physics Syllabus 2025 v1.3), students will develop confidence and familiarity with expectations at the next level.

Pathways to Senior Subjects

- Physics
- Chemistry

Assessment

- Research Investigation
- End of term exam

Learning experiences

- Investigations
- Practical experiments
- Research Tasks

This subject caters to

This will appeal to students who enjoy science and math investigations and are interested in developing their science investigation and literacy skills. Students should have the ability to work independently and in teams and show initiative.

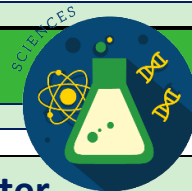
Career Aspirations

Engineer, Physicist, Climatologist.

Resources required

Students supply laptop and stationery.
College supplies text and study materials.

Science in Practice 10SIP



Subject Area	Science	Length	1 semester
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This Semester Two unit is an elective within the Science learning area and one of five options available to students

Science in Practice engages students in real-world applications of science through hands-on projects and investigations. It focuses on developing practical skills, scientific thinking, and an understanding of science-related careers. In Term 3, students explore the science of food, investigating how microbes are used in making yoghurt, cheese, bread, and ginger beer. They examine how different ingredients and techniques influence flavour and quality, culminating in a practical project on ginger beer. In Term 4 students study forensic science, learning techniques such as fingerprinting, chromatography, and DNA analysis. They apply these skills in a mock crime investigation, analysing evidence to help solve the case. The course emphasises inquiry-based learning and connects scientific theory with practical outcomes in everyday and workplace contexts.

Pathways to Senior Subjects

- Science in Practice is for students who have a keen interest in science. Suitable for all students regardless of whether they wish to do General Science in Years 11 and 12.

Assessment

- Practical project
- Applied investigation

This subject caters to

This subject will appeal to students who like to work practically and are interested in learning about science in the real-world in a hands-on way. This subject will involve learning through practical application of science in a lab.

Career Aspirations

Park Ranger, Forestry, Farm Management, Plant Nursery and Landscaping, Environmental Management, Water Management, Landscape Architecture, National Parks and Wildlife, Armed Forces and laboratory technician.

Resources required

Student supplies laptop and stationery.
College supplies handouts and written materials.

Japanese 10JPN



Subject Area	Japanese	Length	2 semesters
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The Year 10 Senior Japanese Foundation Course has been designed in line with the Australian National Curriculum and aims to give students the necessary grounding for continuing language studies in Senior Japanese. Learning experiences will be provided through media presentations, interactive resources, group work/pair work and teacher lead tutorials. Students will have the opportunity to explore Japanese traditional culture and cuisine on a restaurant/karaoke excursion and in-class cooking lessons.

Pathways to Senior Subjects

- Japanese
- English

Learning experiences

Students will:

- Develop grammatical knowledge and understanding to enable them to become independent linguists and develop the resources and skills to acquire further languages
- Learn the language of Japanese in functional, real-world context using role-play to acquire 'transactional' language such as eating out, shopping, and asking for information.

Assessment

Listening, Reading, Speaking and Writing exams and assignments

This subject caters to

This will appeal to students who have an interest in the wider world, the cultures of other countries and foreign travel. Students should have a good homework routine and be organized and methodical learners to experience success from ongoing language acquisition.

Career Aspirations

Linguist/Interpreter, Travel and Tourism, International Relations, International Business, Flight Attendant, Foreign Correspondent, Teacher

Resources required

Student supplies laptop, iiTomo 3.4 Activity Book and stationery.
College supplies course book and study materials.

Geography 10GEO



Subject Area

Humanities

Length

1 semester

Investigate real-world issues. Explore the Sunshine Coast. Think like a geographer.

Year 10 Geography is for students who are curious about the world and want to understand how people, places and environments are connected. Students investigate real local and global challenges, including human wellbeing, inequality, conflict, refugees, coastal change, climate impacts and the future of places such as Golden Beach, Bribie Island and Pumicestone Passage. Students do more than learn about maps. They use data, images, fieldwork evidence and digital mapping tools to investigate problems, evaluate different perspectives and propose practical solutions for a more sustainable future.

Pathways to Senior Subjects

- Geography
- Marine Science
- Biology
- Study of Religion
- Modern History
- Ancient History
- English

Learning experiences

- **Human Wellbeing** – Students explore what makes a “good life” and why wellbeing varies between places. They investigate health, education, income, happiness, access to resources, global inequality, conflict, refugees, Syria, India and First Nations Australian wellbeing. Students evaluate strategies used by governments, non-government organisations and communities to improve wellbeing and reduce inequality.
- **Environmental Change and Coastal Management** – Students investigate the Bribie Island breakthrough, coastal erosion, sea level rise, mangrove ecosystems, Golden Beach and Pumicestone Passage. They consider how human activity affects environments, how environments affect people and how places can be managed sustainably.

Assessment

- **Field Report / Environmental Management Plan** – Students act as geographers working for an environmental sustainability consultancy. They investigate threats to Pumicestone Passage and propose a sustainable management plan for the Sunshine Coast Council.
- **Response to Stimulus Exam** – Students analyse maps, data, images and written sources to explain patterns, make inferences and respond to human wellbeing issues.

This subject caters to

This subject caters to students interested in real-world issues, people and places, the environment, sustainability, maps, data and technology and the Sunshine Coast.

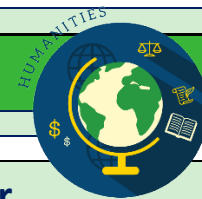
Career Aspirations

Geography can support future pathways in environmental management, marine science, town planning, tourism, conservation, sustainability, meteorology, journalism, teaching, international relations, foreign affairs, park management, cartography, surveying and urban planning.

Resources required

Student supplies laptop and stationery.
College supplies text and study materials.

History 10HIS



Subject Area	Humanities	Length	1 semester
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Investigate resistance, rights and real historical debates. Year 10 History is for students who are curious about how the modern world was shaped by conflict, courage, injustice and change. Students explore two powerful depth studies: resistance to Nazism during World War II, and Indigenous Rights and Freedoms in Australia. This course is not just about memorising dates. Students investigate evidence, question perspectives, analyse sources and build historical arguments about people and groups who challenged powerful systems.

Pathways to Senior Subjects

- Ancient History
- Modern History
- Study of Religion

Learning experiences

- **Resistance to Nazism during World War II** - Students investigate individuals and groups who resisted the Nazi regime, such as the White Rose Group, Nancy Wake, Dietrich Bonhoeffer, the Warsaw Uprising, the Bielski Brothers, the Kreisau Circle and the Edelweiss Pirates. They explore life under Nazi occupation, the Holocaust, propaganda, education under Nazi rule, and the risks people took when they resisted injustice.
- **Indigenous Rights and Freedoms in Australia** - Students investigate major events and movements connected to First Nations Australians' struggle for rights and recognition, including the Stolen Generations, the Day of Mourning, the 1965 Freedom Ride, the 1967 Referendum, land rights, the Mabo decision, native title and reconciliation. Students consider how historical policies and perspectives continue to shape Australia today.

Assessment

- **Source Interrogation Inquiry** – Students choose a resistance group or individual and investigate the question: To what extent did their actions work to dismantle the Nazi regime during WWII? Students develop inquiry questions, analyse sources, evaluate usefulness and reliability, and write a critical summary supported by evidence.
- **Response to Stimulus Exam** – Students respond to seen sources about Indigenous Rights and Freedoms. They use evidence to explain impacts, evaluate significance and build historical arguments about issues such as assimilation, the Stolen Generations, land rights and the Mabo decision.

This subject caters to

This subject caters to students who are interested in real historical mysteries, World War II, resistance and courage, human rights, First Nations histories, debating perspectives, analysing evidence and writing arguments.

Career Aspirations

History can support future pathways in law, journalism, teaching, politics, international relations, public policy, museum and heritage work, archaeology, defence, intelligence, policing, human rights advocacy, social research, writing, media, tourism and government.

Resources required

Student supplies laptop and stationery.
College supplies text and study materials.

Ancient & Modern History 10AMH

Subject Area	Humanities	Length	1 semester
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Why do civilisations succeed or fail? What inspires people to challenge the status quo?

Ancient and Modern History invites students to explore the stories, ideas and turning points that have shaped human societies across time. Students investigate fascinating ancient cultures, including the Andean societies of South America, and examine modern revolutions that transformed beliefs, power structures and societies. Through the analysis of artefacts, historical sources and interpretations, students develop the skills of historians and learn how evidence can be used to explain the past and understand change over time.

Pathways to Senior Subjects

- Ancient History
- Modern History
- Study of Religion
- Legal Studies
- English

Learning experiences

- **Ancient History** – Andean Societies across Time and Place – Students investigate ancient Andean societies, including Norte Chico, Chavín de Huántar, Moche and the Inca. They explore how historians and archaeologists use artefacts, archaeological sites, visual evidence, written accounts and secondary interpretations to understand the ancient past. Students examine aspects of society such as religion, architecture, government, trade and social organisation, and consider what changed and what continued across time.
- **Modern History** - Students investigate revolutions as moments of historical change. The French Revolution is used as a teacher-modelled case study before students select a revolution of their own to investigate. Students explore causes, consequences, beliefs, inequality, authority, resistance, perspectives and historical significance. They consider how revolutionary movements challenge existing power structures and reshape societies.

Assessment

- **Virtual Museum Tour** – Students create a multimodal museum-style tour about one aspect of Andean society, such as government, religion, architecture or trade. They analyse Chavín and Moche sources, synthesise evidence about continuity and change, and evaluate the usefulness and reliability of Inca and Spanish sources.
- **Spoken Historical Argument** – Students investigate a revolution of their choice and create a 4-6 minute spoken or multimodal response. They explain causes, analyse how beliefs, power and authority were challenged, evaluate the significance of the revolution and support their argument with research evidence.

This subject caters to This subject caters to students who are interested in ancient civilisations, archaeology, revolutions, power and authority, mysteries of the past, museum design, historical debate, source analysis, storytelling and spoken argument.

Career Aspirations Big History can support future pathways in ancient history, modern history, archaeology, museum and heritage work, teaching, journalism, law, politics, international relations, diplomacy, public policy, research, media, tourism, anthropology, writing, intelligence, defence and humanitarian work.

Resources required Student supplies laptop and stationery.
College supplies handouts and written materials.

Civics & Citizenship 10CIV



Subject Area	Humanities	Length	1 semester
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Understand the law, justice and your role as an informed citizen. Civics & Citizenship 10CIV is for students who are interested in how laws are made, how rights and responsibilities are protected, and how the justice system responds when people break the law. This Year 10 course provides a strong introduction to senior Legal Studies by exploring real legal and civic issues such as youth justice, criminal responsibility, court processes, sentencing, punishment, rehabilitation, deterrence, victims' rights and community safety. Students investigate evidence, evaluate perspectives and develop arguments about how legal systems can balance justice, fairness and protection of the community.

Pathways to Senior Subjects

- Legal Studies
- Certificate IV in Justice Studies
- Study of Religion
- Modern History
- English

Learning experiences

- **Youth Justice** - Students investigate young people and the law, including criminal responsibility, children's rights, doli incapax, youth offending, restorative justice and the challenges facing young people in the justice system. They consider different perspectives on how society should respond to youth crime and examine issues connected to First Nations young people, over-representation and systemic disadvantage.
- **Sentencing, Punishment and the Courts** – Students explore how courts make sentencing decisions in Queensland. They examine sentencing principles including punishment, deterrence, rehabilitation, denunciation and community protection. Students investigate mitigating and aggravating factors, precedent cases, types of penalties, court processes and stimulus material before applying legal reasoning to sentencing scenarios.

Assessment

- **Youth Justice Report** – Students investigate a contemporary youth justice issue and develop a report that uses evidence, data, perspectives and civic knowledge to explain challenges, evaluate responses and make informed recommendations.
- **Response to Stimulus Exam** – Students use legal stimulus, legislation, sentencing principles and precedent cases to respond to a sentencing scenario. They apply legal reasoning to justify a sentence and explain how aggravating and mitigating factors influence judicial decision-making.

This subject caters to This subject caters to students who are interested in law, justice, courts, youth crime, human rights, debating current issues, punishment and rehabilitation, policing, sentencing decisions, fairness and community safety.

Career Aspirations Supports future pathways in law, policing, criminology, youth justice, corrections, social work, politics, government, public policy, community services, advocacy, legal administration, journalism, human rights work and education.

Resources required Student supplies laptop and stationery.
College supplies text and study materials.

Economics & Business 10ECBUS



Subject Area	Humanities	Length	1 semester
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Explore how money, businesses and decisions shape the real world. Economics & Business 10ECBUS is for students who are curious about how economies work, how businesses respond to change, and how people make financial and consumer decisions. Students investigate economic performance, living standards, inflation, interest rates and the circular flow of money, before applying business concepts to a real-world case study of IKEA. This subject helps students think like economists, consumers, entrepreneurs and business consultants.

Pathways to Senior Subjects

- Business
- Economics (FisherONE)
- Legal Studies
- Accounting (FisherONE)
- Certificate courses in Business
- English

Learning experiences

- **Managing Economic Performance and Living Standards** - Students investigate how governments manage economic performance and how economic decisions affect households, businesses and living standards. They explore indicators such as inflation, unemployment, interest rates and standards of living, and consider how changes in one part of the economy can affect other sectors.
- **Business Productivity and the IKEA Case Study** - Students investigate how businesses respond to changing economic conditions and improve productivity. Through an excursion to IKEA, students gather real-world observations and data about product strategies, workforce management, sustainability practices and the in-store customer experience. They use this evidence to evaluate IKEA's business practices and make recommendations for improving productivity.

Assessment

- **Response to Stimulus Exam** - Students explain key economic concepts such as standard of living and economic performance, then analyse unseen stimulus about inflation, interest rates, households, businesses and government policy. Students use data and sources to explain impacts and draw evidence-based conclusions.
- **IKEA Business Report** - Students complete a business case study after an excursion to IKEA. They analyse IKEA's strategies, including product design, workforce management, corporate culture, sustainability and customer experience, before proposing and justifying a recommendation to improve business productivity.

This subject caters to

This subject caters to students who are interested in business, money, the economy, entrepreneurship, IKEA and real-world retail, consumer behaviour, productivity, sustainability, marketing, finance, problem-solving and decision-making.

Career Aspirations

Supports pathways in business management, entrepreneurship, marketing, accounting, economics, finance, retail management, tourism, project management, human resources, operations management, social media management, journalism, law, government, public policy and small business ownership.

Resources required

Student supplies laptop and stationery.
College supplies text and study materials.

Dance 10DAN



Subject Area	The Arts	Length	1 semester
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This course will engage the students in the dance genres of Contemporary Dance, Hip Hop and Commercial Jazz.

Throughout their study the students will learn how to communicate messages through dance, create choreography that conveys social, personal, and political messages and respond to dance works. The course places students with professional choreographers and performers when they participate in workshops. Students will learn through practical application and be given several opportunities to perform what they have learned for a live audience.

Pathways to Senior Subjects

- Dance
- Drama
- Physical Education
- Certificate III in Fitness.

Learning experiences

Students will:

- Refine their performance technique in Commercial Jazz, Hip Hop and Contemporary
- Extend their understanding and use space, time, dynamics, and relationships to expand their choreographic intentions
- Extend technical skills, increasing their confidence, accuracy, clarity of movement and projection
- Reflect on the development of traditional and contemporary styles of dance and how choreographers can be identified through the style of their choreography
- Explore meaning and interpretation, forms and elements, and social, cultural, and historical contexts of dance as they make and respond to dance
- Evaluate dancers' success in expressing the choreographers' intentions and the use of expressive skills in dances they view and perform
- Understand that safe dance practices underlie all experiences in the study of dance
- Perform within their own body capabilities and work safely in groups.

Assessment

Students will:

- Learn Hip Hop routine taught by an industry professional
- Create a Street, Commercial Jazz routine and create a dance film
- Create a Contemporary routine that conveys a message to the audience
- Analyse a contemporary Dance Routine.

This subject caters to

Dance appeals to students who would rather be moving and creating in the space than sitting behind a desk; ideal for a kinesthetic and creative learner.

Career Aspirations

Professional Dancer, Choreographer, Reviewer, Costume Designer, Actor, Director, Photographer, Events Manager.

Resources required

Student supplies laptop with sound editing software (Power sound free editor or similar), iPod, MP3 player.
College supplies texts, tap shoes and study materials.

Drama 10DRA



Subject Area	The Arts	Length	1 semester
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In Unit 1 students explore the Australian play text "X-Stacy". This is a topical, engaging, and thought-provoking play based on a true story exploring the complex and tumultuous world of teenage addiction. Students will explore appropriate staging conventions for this style of theatre through the roles of director and actor. In Unit 2 students will develop the knowledge and skills to explore significant political and social issues and develop and express their own voice through the medium of theatre.

Pathways to Senior Subjects

- Dance
- Drama
- Music
- Visual Art
- Photography

Learning experiences

Students will:

- Learn about themselves and their environment
- Develop awareness of topical and current issues facing young people
- Develop script writing skills
- Demonstrate and understand the key role of 'Director'
- Develop literacy skills in writing for stage and writing to provoke change
- Develop awareness of the conventions of style in realism and political theatre
- Demonstrate and activate the ensemble.

Assessment

Students will:

- Students will pitch their directorial ideas on their vision after choosing a scene or extract from the play text.
- Students will then move into the role of actor to present a polished version of their own directorial ideas in role as actor in small groups.
- Students will write a piece of political theatre which will be performed to a live audience.
- Students will choose a script to present but take on chosen roles depending on student interest and skill set. These include the role of, Director, Actor or Stage Manager.

This subject caters to

This will appeal to students who want to work in a practical space reading and performing texts that are relatable to young people. Please note: some of the topics covered can be confronting due to their realistic nature.

Career Aspirations

Performer, Actor, Writer, Teacher, Media Worker, Creative Artist. Students will develop skills in literacy, communication, vocal modulation and awareness of voice and presentation that will support many career opportunities.

Resources required

Student supplies laptop, stationery, and *Drama Blacks* (Black pants/tights and a black T Shirt of appropriate length).
College supplies texts and study materials.

Music 10MUS



Subject Area	The Arts	Length	1 semester
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Students investigate what it really means to engage an audience through performance and composition. Through this investigation students develop musicianship, i.e. the unique set of knowledge, understanding, skills, attitudes, and dispositions that allows students to engage in all forms of music making and music interaction. Music is sound, and any experience of music is essentially and fundamentally aural. Students develop their inner hearing, music skills, techniques, and artistry when they have opportunities to use their imagination, creativity, personal and social skills in music making. They explore various genres of music through the music elements of duration, expressive devices, pitch, structure, texture, and timbre. Units of work will include Jazz, Music through the Ages, Popular Music, Rock 'n' Roll, indie, alternative and Australian rap and pop Music.

Pathways to Senior Subjects

- Music

Learning experiences

Throughout the course, students will be expected to either play an instrument and/or sing. Students will have an opportunity to develop their music skills if their experience has been previously limited. Students will also explore the skills of composing & utilise software programs designed for this purpose. The higher order thinking skills of analysis, synthesis & evaluation will be taught and modeled in relation to musical repertoire.

Assessment

Performing: Students choose and perform a song which is linked to relevant genres/styles covered in course work. Students will focus on how they can actively manipulate the music elements to ensure their performance is engaging.

Composition: Students choose a tv or movie scene and compose a piece which further engages the audience and enhances the action on screen.

Musicology: Analyse and evaluate how composers and performers use the music elements to engage audiences and communicate meaning.

This subject caters to

This subject is suited to students with a strong interest in all styles of music and who are willing to develop and improve their compositional & performance skills. It is recommended that students can play a musical instrument, although basic skills are taught using the instruments of keyboard, guitar & voice.

Career Aspirations

Performance, Teaching, Songwriter, Sound Production, Music Therapist, Recording Engineer, Music Journalist, Concert Promoter, Music Director, Conductor

Resources required

Student supplies laptop and stationery.
College supplies text and study materials.

Visual Arts 10VARTS



Subject Area	The Arts	Length	1 semester
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During this semester course, students will have the opportunity to demonstrate specific learning in two areas in the Visual Arts that of *'Making'* and *'Responding'* through the concept of 'Objects.' Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes, and viewpoints. It is envisaged that the following approaches be explored through the Visual Arts Knowledge, Understanding and Skills of the Australian Curriculum: Critical and Creative thinking; Visual Art techniques, materials, processes, and technologies; Visual Art as social and cultural practices; Art Industry Artists and audiences. Skills to be explored: Sculpture; drawing; painting and mixed media.

Pathways to Senior Subjects

- Visual Art
- Information and Communication Technology

Learning experiences

Students will:

- Make representations of ideas and intended meaning in different forms both 2D and 3D
- Respond to developing practical and critical understanding of how artists use artworks to engage with audiences and communicate meaning.

Assessment

- Object Drawing folio
- Visual Journal
- Written Assignment
- Object Sculpture folio

This subject caters to

This course would suit a creative and visual thinker, eager to explore media, techniques, and processes to develop a finished artwork.
A student who is methodical in approaches to organisation and time management with assessment items.

Career Aspirations

Further study Art courses: Diploma of Fine Arts; Bachelor of Arts; Diploma of Creative Arts
Careers: Art Curator, Graphic Design, Art Teacher, Theatre/Set Design, Artist, Architecture, Fashion Design, Art Promoter, Advertising

Resources required

Student supplies laptops and stationery including a Visual Journal.
College supplies texts, study notes and art materials

Media Arts 10MEDA



Subject Area	The Arts	Length	1 semester
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In today's visual world, photography is a powerful tool for storytelling, self-expression, and creativity. This subject introduces you to digital photography and image editing using DSLR cameras and professional software like Adobe Lightroom and Photoshop. You'll learn manual camera settings, composition techniques, and digital manipulation to create striking images. The subject combines creativity and technology, encouraging critical thinking about the images you create and consume. You'll explore influential photographers, understand how photography shapes culture, and develop your own unique style. Whether for digital content, storytelling, or media production, this subject equips you with skills and inspiration to produce impactful imagery.

Pathways to Senior Subjects

- Visual Art
- Photography

Learning experiences

Students will:

- Learn to use DSLR cameras with manual settings (aperture, shutter speed, ISO).
- Practice key compositional techniques.
- Use Adobe Lightroom and Photoshop to enhance, correct, and manipulate images.
- Explore how photography captures and communicates cultural, historical, and social ideas.
- Reflect on how media texts influence and shape audience perspectives.
- Develop a unique photographic style.
- Communicate meaning, mood or narrative through image choices.

Assessment

- Digital portfolio showcasing photos that demonstrate your knowledge of manual camera settings, digital manipulation and key techniques learned in class.
- A themed photo series showcasing your knowledge of composition and camera skills.
- A photographic narrative inspired by the work of photographer Michael Cook, telling a story through images.
- An album Cover self-portrait that combines photography and text, showcasing your skills in composition, visual design, and digital manipulation using editing software.

This subject caters to

This subject is ideal for anyone interested in photography, visual storytelling, digital media, or creative expression through images.

Career Aspirations

Professional photographer, photojournalist, photo editor, graphic designer, visual content creator, multimedia artist, marketing and social media specialist, videographer, art director, and photography educator.

Resources required

- Student supplies laptop and 32GB SD Card.
- College supplies Digital SLR cameras to use in class time

Health & PE (Movement & Physical Activity) 10HPEM



Subject Area	Health & Physical Education	Length	1 semester
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This subject focuses on exploring the role sport science plays in improving performance. It examines human anatomy, physiology and biomechanics specifically linked to the chosen practical components. Furthermore, this subject aims to provide students with the foundational skills and knowledge required to undertake Physical Education within Years 11 and 12. There is an equal allocation of time and grades to practical activities and theory in this subject.

Pathways to Senior Subjects

- Senior Physical Education (main focus)
- Certificate III in Fitness

Learning experiences

Students will:

- Develop foundational skills and knowledge that will benefit students in the Senior Physical Education Course (chosen in Years 11 and 12)
- Learn factors that affect performance in physical activity and sport such as biomechanics, and ethical practices
- Investigate sports physiology and anatomy and how these can improve sports performance
- Undertake practical learning experiences across a variety of physical activities to assist their understanding of key concepts and fitness components.
- Investigate and reflect on sporting tactics such as movement strategies and sequences.

Assessment

Students will:

- Demonstrate knowledge of learnt concepts through a variety of assessment types such as a multimodal presentation on tactical strategies in sport and an investigation research report on how sport science can improve athletic performance.

This subject caters to

Students looking to undertake Senior Physical Education. Students who are interested in sports technology, biomechanics, and sports medicine.

Career Aspirations

Exercise Science, Physiotherapist, Sports Medicine, Sports Administration, Exercise Physiology, Nutrition and Wellbeing, Nursing, Paramedic, Sports Coaching, Fitness and Functional Training, Physical Education, Primary Teaching.

Resources required

Student supplies laptop stationery and sports uniform.
College supplies learning materials.

Health & PE (Personal Social & Community Health) 10HPEP



Subject Area	Health & Physical Education	Length	1 semester
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This subject aims to provide students with the opportunity to pursue their interest, knowledge and skills in an array of chosen sports. Students explore the central concept of 'what makes a good coach' and will investigate leadership concepts, coaching styles, programming and session planning. They will also learn how various athletes are best catered to from beginner to elite athletes using a variety of training, nutritional and health considerations. During practical lessons students will explore the role of a coach in authentic sporting contexts and develop group fitness instructor skills.

- Pathways to Senior Subjects**
- Certificate III in Fitness (main focus)
 - Senior Physical Education

- Learning experiences**
- Students will:
- Design and create group fitness programs and a nutrition plan
 - Develop effective leadership skills and communication in sporting contexts
 - Explore individual characteristics and how these are met through successful planning
 - Create coaching programs and sessions for a variety of athletes
 - Investigate movement concepts and how these can improve performance
 - Learn to respond effectively to challenging game scenarios through communication techniques or tactics and strategy
 - Deliver a coaching session to primary school students

- Assessment**
- Students will:
- Create and deliver coaching sessions to peers and primary school students
 - Plan a training schedule for specific athletes
 - Create a strength and conditioning training program and nutritional plan

This subject caters to Students who have a passion for exercise and sport and wish to learn more about coaching roles and fitness. This course aligns well to both Senior Physical Education and Certificate III in Fitness.

Career Aspirations Sports Coaching, Group Fitness Instructor, Health and Nutrition, Sports Officiating, Outdoor Recreation Instructor, Sports Administration, Sports First Aid.

Resources required Student supplies laptop, stationery, and sports uniform.
College supplies learning materials.

Digital Technologies 10DIGTEC



Subject Area	Technology	Length	1 semester
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Students do not require any prior ICT skills or knowledge to engage with the content taught in this subject. Learning in Digital Technologies focuses on developing understanding and skills in computational thinking and problem solving.

Throughout this course, students will engage in open-ended problem-based learning, designed to develop engineering and coding skills. Students will have the opportunity to use a range of tech-based equipment to design, build, code and communicate creative solutions to real-world problems. In Year 10 Digital Technologies, students work in teams to ideate, design, build and code a submersible ROV to inspect oyster baskets in Pumicestone Passage. Through this real-world project, students develop coding, engineering design, electronics, prototyping, teamwork, problem-solving, testing, data collection and project management skills.

Pathways to Senior Subjects

- Digital Solutions (General) FisherONE
- Information and Communication Technology (Applied)
- Design

Learning experiences

- Engage in open ended problem-based learning
- Develop and design innovative solutions
- Develop fundamental to intermediate coding skills
- Improve strategic and creative thinking, engage in practical problem solving, information analysis, project management and production skills.
- Build enterprise skills to market, pitch and inform an audience of their solution.

Assessment

Design and production folio documenting the ideation, design, build, code and test process

This subject caters to

This will appeal to students who enjoy computer programming, engineering, robotics and developing their higher-level problem-solving skills. Students should have a strong ability to work with others, read with understanding, and sound computer media skills.

Career Aspirations

Mechanical and electrical engineering, IT, automation, systems, design, robotics, project management, software engineering and programming.

Resources required

Student supplies digital device and stationery.
College supplied texts and study materials.

Design & Technologies 10DT



Subject Area	Technology	Length	1 semester
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Design & Technologies students engage in solving real world problems, using design thinking strategies to develop solutions to identified problems. This course involves students developing ideas, finding solutions, prototyping, designing and producing a final product with a heavy emphasis on sketching, computer aided drafting , CNC Programing and 3D printing technology.

Please note: This elective is a lead up subject for further studies in senior Certificate III Engineering Technical. It is recommended that students study this course at Year 10 level if they wish to complete the Certificate III in Years 11 and 12.

Pathway to senior subjects

- Cert III Engineering Technical
- Engineering Skills
- Furnishing Skills

Learning experiences

- Sketching and rendering techniques
- Affective use of computer aided drafting programs such as AutoCAD, Inventor
- Professional and Revit Architecture.
- Communicate thoughts and express ideas in relation to design problems
- Use correct drafting standards
- Develop skills and knowledge of CNC machines and software, including laser cutters and 3D printers.

Assessment

Students will:

- Compile a design folio of drawings and sketches
- Complete supervised drawing tests
- Complete assignment tasks.

This subject caters to

This subject will appeal to students who have an aptitude for sketching and drawing and communicating via the use of graphical representations.

Career Aspirations

Graphic Designer, Industrial Design, Product Design, Mechanical Engineering, Architecture, Landscape Architecture, Civil Engineering, Interior Design, Urban and Regional Planning, Surveying and Building Trades.

Resources required

Student supplies laptop, stationery.
College supplies texts and practical materials.

Design & Technologies (Food Specialisations) 10DTFS



Learning Area	Technology	Length	1 semester
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This course provides an opportunity for students to explore and experiment with key aspects of food cookery techniques and technologies that affect local and global food markets while designing food products to meet market needs and expectations. During the semester, students will explore what effects food in the wider community, investigate current food trends and practically create food items that reflect healthy and sustainable practices.

Pathways to Senior Subjects

- Cert II Business
- Cert II Hospitality
- Design
- Food and nutrition

Learning experiences

Students will:

- Learn to plan and organise foods to meet needs or opportunities
- Experiment with factors that impact on food design decisions
- Develop food solutions to meet requirements
- Develop an understanding of elements and principles of design
- Explore food for particular uses
- Develop effective time management and organisational skills

Assessment

- Practical cooking sessions
- Design Portfolio
- Theory exam
- Written assignments to accompany practical tasks

This subject caters to

This subject will appeal to students who have an interest in food, nutrition, cookery, design, Hospitality, Tourism and Retail industries.

Career Aspirations

Nutritionist, Dietician, Food Technologist, Chef, Cook, Small Business Owner and Product Manufacturer.

Resources required

Student supplies laptop, notebook and stationery, display folder, and cooking ingredients when required.

Additional Course costs

Cooking ingredients are an additional cost.

Design & Technologies (Engineering & Materials) 10DTENG

Subject Area	Technology	Length	1 semester
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Design & Technologies (Engineering & Materials) is a project-driven subject which would suit students who enjoy using their practical and written skills to design and manufacture metal-based projects within a workshop learning environment. Students advance their knowledge and understanding of materials, machines, CNC laser and plasma cutters, lathes, hand tools and processes through a range of practical and theory-related topics. Completion of this subject will prepare students for more specialised learning in senior Engineering Skills and Certificate III Engineering Technical.

Pathways to Senior Subjects

- Engineering Skills
- Cert III Engineering Technical



Learning experiences

Students will:

- Solve design-based problems using a range of materials and techniques
- Learn to use tools effectively to manufacture a finished product
- Learn correct techniques for working with metal
- Develop safe work habits in an industrial workshop and with power tools
- Develop skills and knowledge of CNC machines and software, including laser cutters.

Assessment

Assessment is undertaken throughout the course through practical projects, tests, and design portfolios.

This subject caters to

This course caters to students who are practical and enjoy solving design challenges while working with their hands with various materials, machines, and cutting-edge industrial technology.

Career Aspirations

Industrial Design, Product Design, Trades – Welding and Sheet Metal.

Resources required

Student supplies laptop, stationery and will purchase an exam workbook.
College supplies texts and practical materials.

Design & Technologies (Materials & Technologies) 10DTMAT

Subject Area	Technology	Length	1 semester
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Design & Technologies (Materials & Technologies) is a project-driven subject which would suit students who enjoy using their practical and written skills to design and manufacture wood-based projects within a workshop learning environment. Students advance their knowledge and understanding of materials, machines, design in CAD, laser cutters, hand tools and processes through a range of practical and theory-related topics. Completion of this subject will prepare students for more specialised learning in senior Furnishing Skills and Certificate III Engineering Technical.

Pathways to Senior Subjects

- Furnishing Skills
- Cert III Engineering Technical

Learning experiences

Students will:

- Solve design-based problems using a range of materials and techniques
- Learn to use tools effectively to manufacture a finished product
- Learn correct techniques for working with wood
- Develop safe work habits in an industrial workshop and with power tools
- Develop skills and knowledge of CNC machines and software, including laser cutters.



Assessment

Assessment is undertaken throughout the course through practical projects, tests, and design portfolios.

This subject caters to

This course caters to students who are practical and enjoy solving design challenges while working with their hands with various materials, machines, and cutting-edge industrial technology.

Career Aspirations

Industrial Design, Product Design, Trades – Carpentry and Furnishings.

Resources required

Student supplies laptop and stationery and will purchase an exam workbook.
College supplies texts and practical materials.

VET – SIT10222 Certificate I in Hospitality 10SIT222C1

Subject Area

Technology

Length

1 semester

Qualification: – SIT10222

RTO -AIET (Australian Institute of Education & Training) – Provider Code 121314

Delivered and assessed by Unity College staff



SIT10222 Certificate I in Hospitality is a nationally recognised qualification that complies with the Australian Qualification Framework. This qualification reflects the role of individuals who participate in a range of routine and predictable hospitality work activities. They work under close supervision and are given clear directions to complete tasks.

Entry Requirements

Academic - There are no entry requirements for this course.

Attitude – refer to [VET student roles and responsibilities](#).

Learning experiences

Activities in real and simulated work environments reflecting industry standards. Students will gain food handling and safety skills in a café and commercial kitchen environments. Face to face instruction in commercial kitchen, team activities and event catering.

Pathways

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes, and coffee shops. It leads to the Certificate II in Hospitality/Certificate III in Events dual qualification offered as a 2-year program in years 11 & 12

Course Costs

The cost for this course is \$180 and covers training fees, Barista training and consumables.

Qualification packaging rules

To attain this certificate, 6 units of competency (3 core and 3 elective) must be completed. Additional elective units listed and used at trainer discretion to suit learner cohorts.

Structure

Units of Competency delivered:

Core:

BSBTWK201	Work effectively with others
SITXCCS009	Provide customer information and assistance
SITXWHS005	Participate in safe work practices

Electives:

SITXFSA005	Use hygienic practices for food safety
SITHFAB025	Prepare and serve espresso coffee
SITXFIN007	Process financial transactions

Assessment

The gathering of evidence to indicate competency may include the following. Online learning logs and tests, practical demonstrations, team tasks, observation checklists, knowledge tests, internet research, oral presentation, work simulations, and café work in the Unity Co-Op/Hospitality training spaces.

Further information

This certificate requires students to participate in Structured Work Placement (SWP), which is a mandatory component of their assessment. SWP may take place outside normal school hours and regular classroom time and could include attending an industry-related work site or assisting at college events.

Service Agreement

This course is delivered over a 6-month partnership with AIET (RTO Code 121314). AIET, the Registered Training Organisation (RTO) and Unity College will conduct all training and assessment on behalf of AIET. AIET is responsible for monitoring the quality of the training and assessment services and will issue the SIT10222 Certificate I in Hospitality certificate to students on completion. Unity College will support the student towards completion of the Certificate I in Hospitality in line with AIET policies and procedures.

Should students choose the Certificate II in Hospitality for Year 11, then the successfully completed units of competency are credit transferred. Students who achieve at least one unit (but not the full qualification), will receive a Statement of Attainment. The RTO guarantees that the student will be provided with every opportunity to complete the units of competency in the 6-month period (as per the rights and obligations outlined in the enrolment process and subject information handbook provided). This information is correct at the time of publication but subject to change (Dec 2025).



**QCE Credit
Points
Up to 2**

Vocational Education and Training (VET)

VET refers to education and training that focuses on delivering skills and knowledge required for specific industries. It is a learning option for students in the senior phase of learning. Student involvement in subjects with vocational competencies receives credit for qualifications recognised nationally within the Vocational Quality Framework (VQF).

Participating in VET can:

- provide credit points towards the attainment of a Queensland Certificate of Education, and /or the attainment of a nationally recognised VET qualification
- receive an industry specific vocational Certificate or Statement of Attainment
- support students' transitions to employment, vocational and higher education pathways.

Other benefits of participating in VET include (but are not limited to):

- obtaining practical experience from work
- gaining familiarity with how a workplace operates
- developing and improving interpersonal skills
- allowing students to explore the potential career path they would like to pursue.

Students at Unity College can access VET in several ways. These include:

- enrolling in courses with RTOs who have a partnership with Unity College
- through a School-Based Traineeship or Apprenticeship
- through courses offered by the Sunshine Coast Technical Trade Training Centre
- enrolling in TAFE Queensland and other RTO's offering VET in Schools programs.

VET in Schools allows students to remain at school while completing vocational training. There are several enrolment options.

Enrolment Options

Most VET options are either timetabled within Unity College offerings or scheduled one full day or half day externally. The delivery model of specific VET courses is detailed in the individual subject information pages.

Access to the following VET courses generally requires one full or half day out of school. These courses are delivered by qualified trainers from external RTOs either at Unity College or at the RTOs location.

For example:

- Certificate I in Hospitality
- Sunshine Coast Technical Trade Training Centre (SCTTTC)
- TAFE Queensland VET in Schools (VETiS) courses or short courses

Many of these courses require:

- attendance at information sessions
- applying
- receiving confirmation of a placement into the course
- supporting documentation from Unity College to validate student enrolment

There are limited numbers in many of these courses, so it is important that you complete an expression of interest by the dates given. Contact the VET Coordinator for further information.

Vocational Education and Training (VET) continued

School-Based Apprenticeships and Traineeships

School-Based Apprenticeships and Traineeships (SATs) require one day out of school each week in the workplace. These opportunities are regularly promoted via School Portal notices and the Unity College Careers Facebook page. Contact the VET, Pathways and Transitions Officer for further information.

Vet Student Handbook

Unity College will, prior to course commencement, give students all relevant information about the course curriculum, program of study, availability of learning resources and appropriate support services. Students will also be given access to a current copy of the curriculum associated with the qualification.

Roles and Responsibilities

The College:

- Recognises the importance of students receiving a broad-based education, comprising both general and vocational education and training.
- Will follow all human resource policies and regulations which may mean changes in modes of delivery and/or cancellation of courses if the required qualifications are not held by staff due to staff changes and transfers. All efforts will be taken to ensure course completion in line with the relevant VQF policy.
- Has a process in place that enables students to apply for Recognition of Prior Learning (RPL) for vocational education competencies (refer to VET Student Handbook for further information)
- Has a process for addressing any concerns a student may have and offers the students access to a range of people who can provide advice and guidance about the vocational education program.

Vocational Education and Training (VET) continued

Student Roles and Responsibilities

Students are asked to:

- make a serious commitment to studies undertaken
- attempt to complete all units of competency on the first attempt and agree to revisit competencies if not competent after the first attempt
- participate in structured workplace learning as arranged by the school
- meet the expectations and demands of the college in terms of participation, cooperation, punctuality, successful submission of work and high standards of behaviour and conduct
- meet all aspects of work health and safety requirements
- be willing to work in team environments
- demonstrate perseverance and persistence in all tasks
- maintain the high standard of reputation of Unity College when participating in courses delivered by external RTO's.
- have a suitable device (laptop) to be able to participate fully in the learning environments and activities offered by the Certificate courses.

Enrolment and Admission

Subjects will be offered if enrolment numbers are viable and human and physical resources comply with VQF standards. Students must meet the minimum levels of achievement indicated for enrolment.

Recognition of Prior Learning

Students may apply for Recognition of Prior Learning (RPL) for specific units of competency if current knowledge and skills can be provided and verified. Contact your Trainer and/or VET Co-ordinator for assistance with this process. Information on this process is also available from the RTO you are undertaking course work with or in the Unity College VET Student Handbook.

Credit Transfer

All Registered Training Organisations can credit transfer for a unit of competency completed in another course will be allocated on presentation of a current and valid Statement of Attainment. This means you will not need to do the unit of competency again. Contact your Trainer or VET Co-ordinator for assistance with this process. Information on this process is also available from the RTO you are undertaking course work with or in the Unity College VET Student Handbook.

Payment of Certificate Course Costs

Certificate courses offered at Unity College come from a range of Registered Training Organisations (RTOs). Costs will vary from course to course.

In most cases payments for Certificate courses will be collected via the invoicing on student levies and will be split over the semester or year of study. Unity College will also collect the payments for some of the external RTOs in this way. Some courses will require payment via the link on the Unity College website and in some cases, RTOs will invoice families individually. Please contact the RTO Manager should you require further information regarding this.

Once Unity College has been invoiced for your students' participation in the course, the external RTO's refund policy applies.

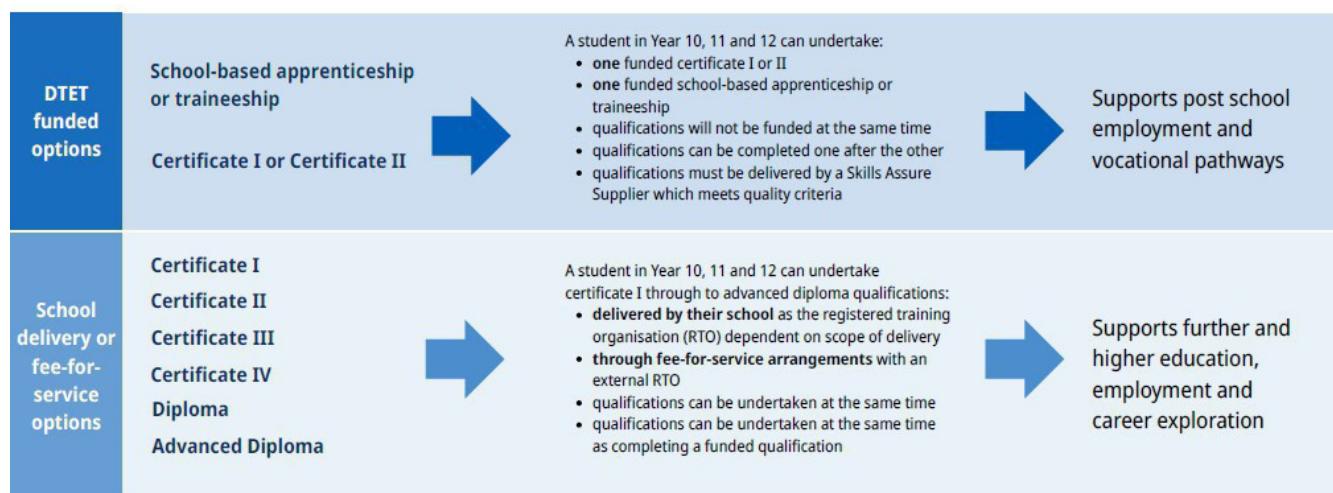
Vocational Education and Training (VET) continued

Some courses will be eligible for Vocational Education and Training in Schools (VETiS) funding provided by the Queensland Government. More information can be found at [VET in Schools overview](#) on the Department of Trade, Employment and Training (DTET) website as well as [VETiS 2026 Summary of Eligibility](#).

VETiS 2026

SUMMARY OF ELIGIBILITY

- VET in Schools students are not supported to undertake more than one Department of Trade, Employment and Training (DTET) funded qualification at the same time. However, they could do one DTET funded qualification, fee-for-service qualification and qualification delivered by their school at the same time.
- There is no DTET requirement for a student to do a certificate I or II before they do a school-based apprenticeship or traineeship.
- Career Tasters may provide an opportunity for Year 10 students to try a skill area before enrolling in a qualification.



Note: The VETiS 2026 program is a continuation of VETiS 2025, with the **core elements of the program remaining unchanged**. This resource has been provided to clarify existing requirements, including the long-standing principle to provide students with access to one departmental-funded qualification at any given time, including the VETiS and SAT programs. The information in this document is current as of October 2025 and **supersedes any previous guidance or advice issued prior to this date**.

All courses are subject to a minimum number of students participating in the course for the course to run. To ensure a smooth process of establishing class lists and class numbers to all RTO providers, it is necessary that subject selections due dates are met.

Please refer to individual Certificate course descriptions for a more detailed breakdown of course costs and how they are collected.

Refund Policy for course delivered where the provider is an external Registered Training Organisation (RTO)

Once Unity College has been invoiced for the student enrolment in the course, any refund for withdrawal from the course would be at the discretion of the external RTO provider. Usually, this is done on a pro-rata basis depending on units started. Most RTO's will refund the funds to the student via the school as the school will have paid the invoice. In these cases, Unity College will apply the credit to the student's school account. Students and parents should carefully read their refund policy as outlined by these providers. Please note: Some course costs are based on minimum numbers of students enrolling and withdrawals that put class size below the minimum will not be able to be refunded.

Making Your Selections Online

Year 10 Elective Subject Selection Requirements

Remember:

Year 10 students must study a minimum of:

- A full year of science-based subjects including Science Core in Semester one and at least one Science Core Elective in Semester two.
- Refer to [My Year 10 Course Design](#) for remaining elective choices

Now that you have carefully read about all the subject options available to you, it is time to make your selections.

1. Use the table in [My Year 10 Course Design](#) on page 11 of this handbook to plan your selections: then
2. Log in to [Subject Selections Online](#) to complete the process.

Please note:

- You will require your personal login to access the online subject selection website. This will be sent to your school email address.
- Your selections are saved automatically. You are not required to click a submit button on completion.
- You do not need to print and return a selection report to us.



Elective Subject Selection Process and Timeline Overview

Week 6
Term 3

- Parents and students receive subject selection information and instructions.

Week 6
Term 3

- Subject Selection Online (SSO) open for access

Week 7
Term 3

Wednesday
26 August

- Subject Selection Online closes