CURRICULUM GUIDE EXPLORATION PHASE 2026

Faith
LUTHERAN COLLEGE
PLAINLAND

Message from the Director of Teaching Learning

Dear Students and Families,

Welcome to Faith Lutheran College, a dynamic and forward-thinking school that is redefining the possibilities of education. As Director of Teaching and Learning, it is my honour to share with you our unique approach to teaching and learning, one that is grounded in our values and underpinned by our vision and mission.

At Faith Lutheran College, we believe that education is not simply about acquiring knowledge and skills; it is about awakening potential and empowering learners for purposeful lives through Christ. This philosophy informs everything we do, from our emphasis on design thinking and project-based learning, to our commitment to challenging the traditional industrial model of education.

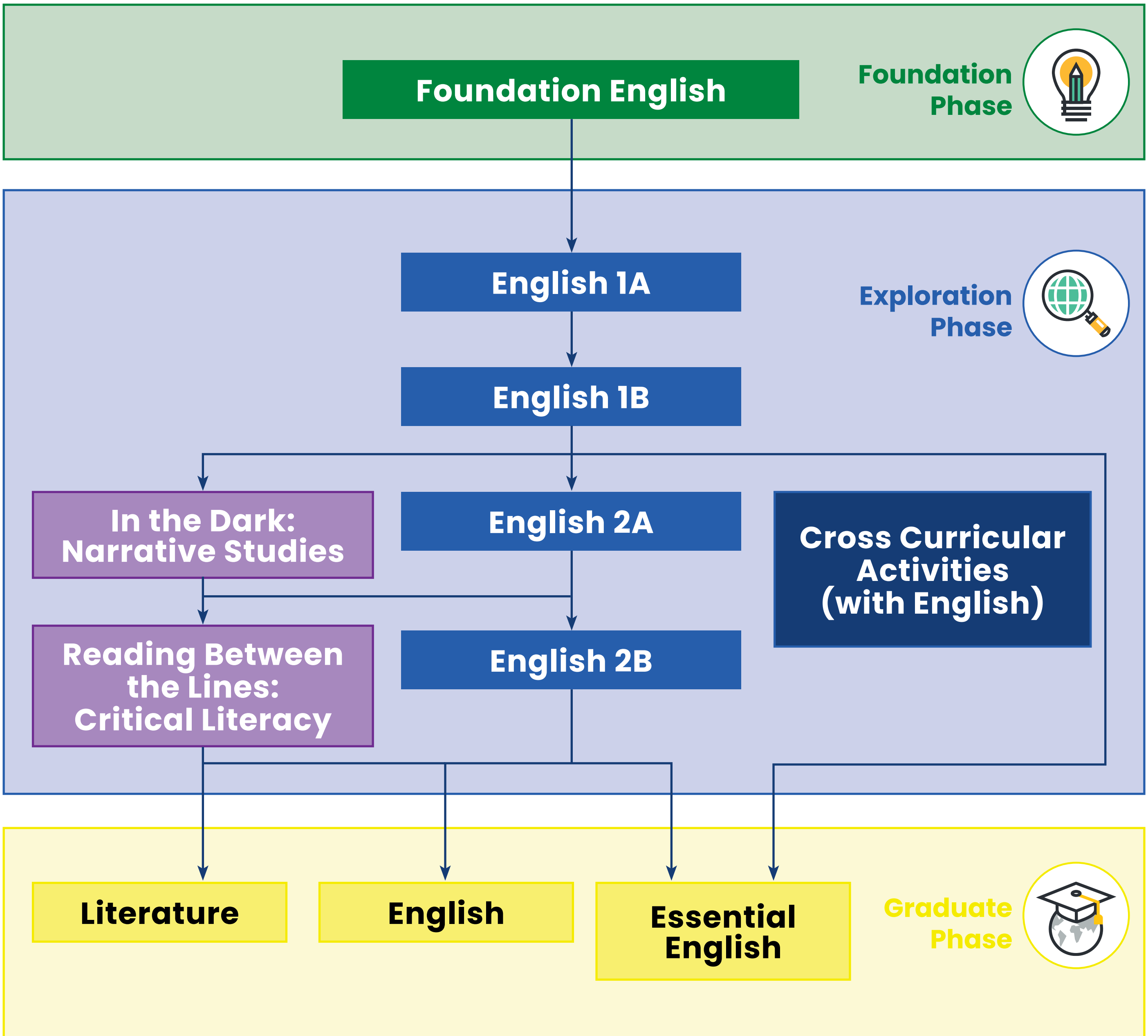
Our values of People, Innovation, Spirit-Led, Simplicity, Quality, Sustainability, and Authenticity, serve as a compass for our actions and decision. We believe in the importance of valuing and supporting individuals, promoting innovation and critical thinking. Being guided by faith and prayer, we aim to reduce complexity, strive for excellence, sustainability and operate with truth, integrity, and accountability.

Our curriculum is designed to foster a love of learning and a desire to explore the world around us. We believe that education is a lifelong journey, one that requires curiosity, creativity, and collaboration. Our goal is to inspire learners to discover their gifts, to provide them with the tools they need to succeed, and to equip them to boldly and confidently shape our world.

I invite you to join us on this exciting journey, to become part of our vibrant and authentic community, and to experience the transformative power of education at Faith Lutheran College.

Jen Gibb
Director of Teaching and Learning

Pathways


Foundation English
Foundation Phase
English 1A
Exploration Phase
English 1B
In the Dark: Narrative Studies
English 2A
Cross Curricular Activities (with English)
Reading Between the Lines: Critical Literacy
English 2B
Literature
English
Essential English
Graduate Phase

English 1A/1B

When offered:
Semesters 1 and 2

Course Overview:
In the first year of the phase, students engage with a wide variety of written, spoken, and visual literary and non-literary texts. These include poetry, advertising, short prose, and novels. Students begin to analyse texts in greater detail, and develop greater clarity and complexity in their written and spoken expression as their understanding of audience and purpose deepens.

Strands:
Language, Literature and Literacy

Assessment:
Students complete a variety of spoken and written tasks spanning analytical, imaginative, and persuasive genres. These tasks are typically assessed via the Year 9 Australian Curriculum.

English 2A/2B

When offered:
Semesters 3 and 4

Course Overview:
In the second year of the phase, students are prepared for study of a Senior English Course (Literature, General, or Essential English). They engage with a wide variety of written, spoken, and visual literary and non-literary texts. These include films, plays, novels, and short prose. Students hone their craft through greater depth of analysis, including reflective, evaluative, and critical responses. In doing so, they also seek to develop greater aesthetic control in all work they create.

Strands:
Language, Literature and Literacy

Assessment:
Students complete a variety of spoken and written tasks spanning analytical, imaginative, and persuasive genres. These tasks are typically assessed via Year 10 Australian Curriculum.

English Elective 2A: In the Dark: Narrative Studies

When offered:
Semester 3

Course Overview:
In this course, students explore the guiding question of 'who really is the monster?' in Literature. They engage with a variety of literary and non-literary texts (including poetry, film, novels, and literary critiques) which represent the character and concept of a 'monster'. Students consider various perspectives and cultural assumptions at play in relation to how 'monstrosity' has been represented within Literature through time.

Strands:
Language, Literature, and Literacy

Assessment:
Students complete a written imaginative transformation task and multimodal critical response in addition to formative tasks. These tasks are typically assessed via Year 10 Australian Curriculum.

English Elective 2B: Reading Between the Lines

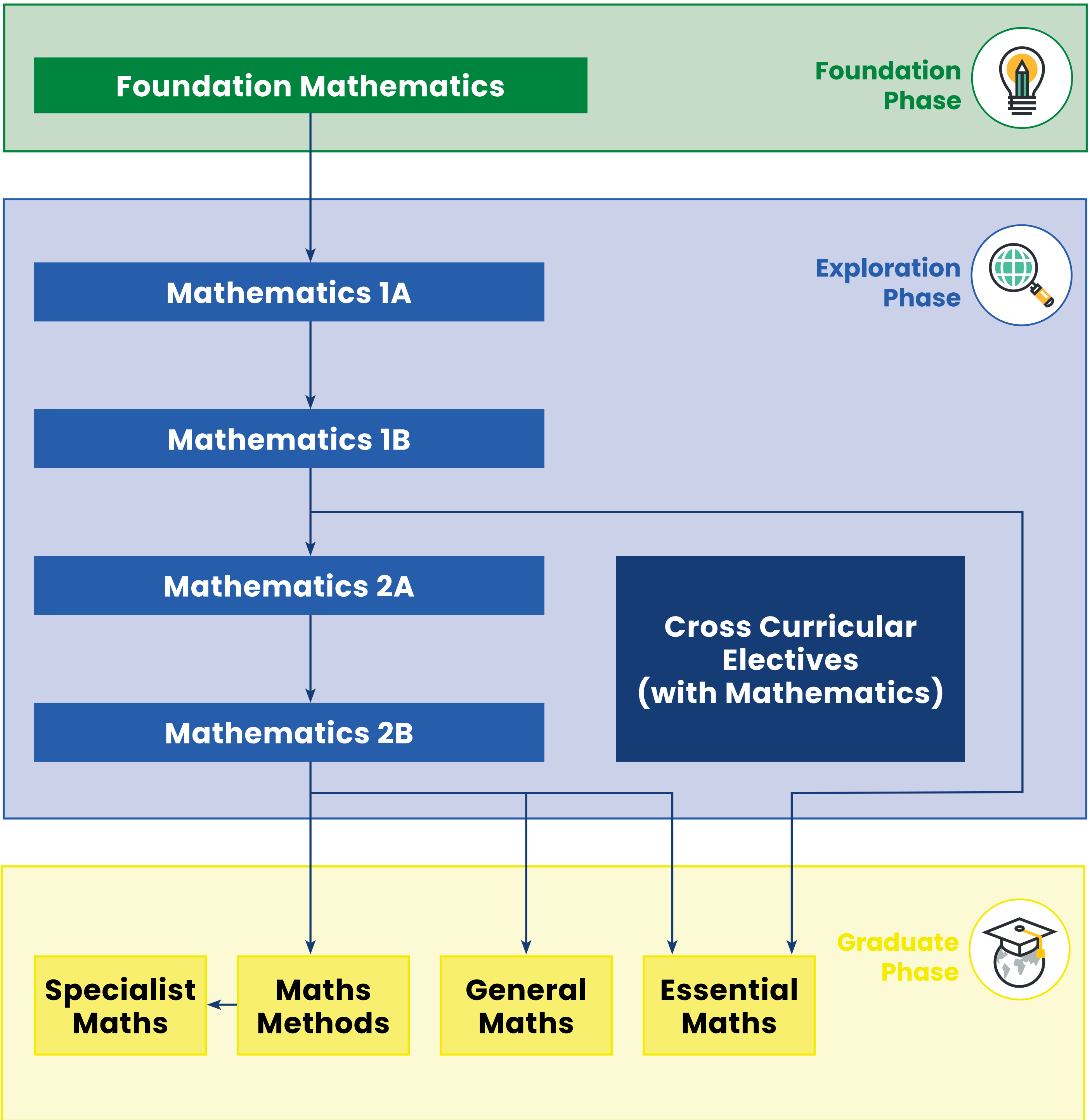
When offered:
Semester 4

Course Overview:
In this course, students are introduced to critical literacy through the lens of gender, class, and age. This study affords students a foundational introduction to power structures and cultural assumptions within Western Literature which continue to influence language and culture within modern texts. Students study play texts (including Shakespeare) and documentaries and/or film.

Strands:
Language, Literature, and Literacy

Assessment:
Students complete a written analytical task and a written analytical exam in addition to formative tasks. These tasks are typically assessed via Year 10 Australian Curriculum.

Pathways


Foundation Mathematics
Foundation Phase
Mathematics 1A
Exploration Phase
Mathematics 1B
Mathematics 2A
Cross Curricular Electives (with Mathematics)
Mathematics 2B
Specialist Maths
Maths Methods
General Maths
Essential Maths
Graduate Phase

Mathematics 1A/1B

When offered:
Semesters 1 and 2

Course Overview:
This course builds on fundamental concepts learned in previous years, extending students' mathematical knowledge and skills.

Students will apply scientific notation in measurement and consider accuracy, absolute, relative and percentage errors. They will work with irrational square roots using Pythagoras' theorem. Linear and quadratic functions will be used to model phenomena and make predictions, represented through tables, graphs and algebra, with the use of digital tools.

Students will manipulate algebraic expressions and solve related linear and non-linear equations, as well as solve measurement problems using formulas. Additionally, they will investigate probabilities and compare multiple numerical data subsets, analysing their distributions and reviewing statistical presentations.

Strands:
Number, Algebra, Space, Geometry, Statistics and Probability.

Assessment:
A combination of problem solving and modelling tasks and tests in accordance with the Year 9 ACARA standard.

Mathematics 2A/2B

When offered:
Semesters 3 and 4

Course Overview:
In this course, Mathematics builds on each student's prior learning and experiences. Students will investigate decimal approximations to irrational real numbers, use logarithmic scales to deal with phenomena involving small and large quantities and change, and apply numerical, graphical and algebraic approaches to analyse the behaviour of pairs of linear equations and linear inequalities in two variables. They will also extend their repertoire of algebraic techniques involving quadratic and exponential algebraic expressions and use mathematical modelling to solve problems in applied situations exhibiting growth or decay.

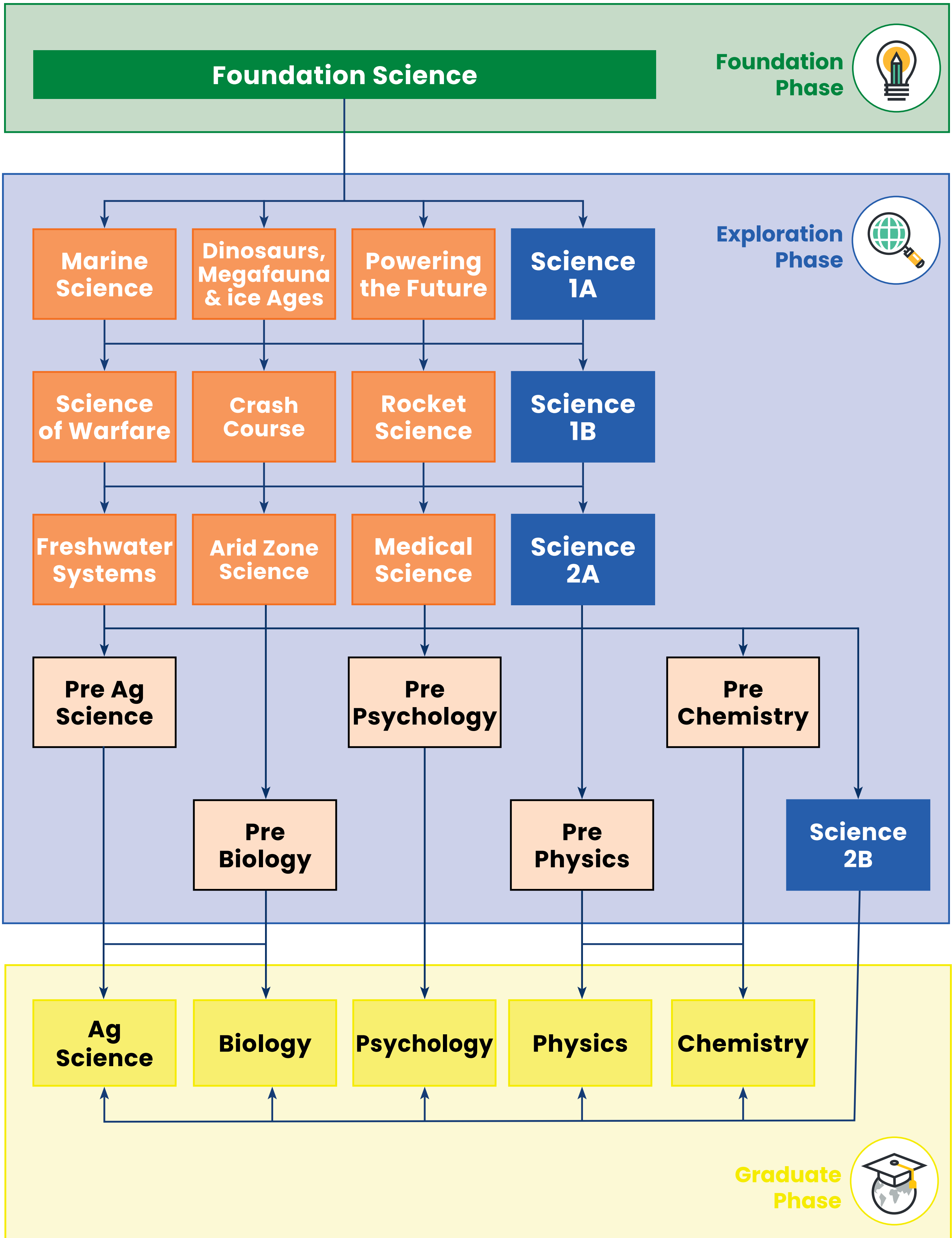
Other topics include solving measurement problems, applying geometric theorems, investigating conditional probability, and comparing different ways of representing the distribution of continuous data.

Extension work will also be included to prepare students for post-Year 10 mathematical pathways.

Strands:
Number, Algebra, Space, Geometry, Statistics and Probability.

Assessment:
Each semester, students are assessed on a modelling and problem solving task and a semester exam in accordance with the Year 10 ACARA standard.

Pathways


Foundation Science
Foundation Phase
Marine Science
Dinosaurs, Megafauna & ice Ages
Powering the Future
Science 1A
Exploration Phase
Science of Warfare
Crash Course
Rocket Science
Science 1B
Freshwater Systems
Arid Zone Science
Medical Science
Science 2A
Pre Ag Science
Pre Psychology
Pre Chemistry
Pre Biology
Pre Physics
Science 2B
Ag Science
Biology
Psychology
Physics
Chemistry
Graduate Phase

Science 1A: Life on an Interconnected Earth

When offered:
Semester 1

Course Overview:
The biology strand focuses on how biological systems function and respond to external changes through energy transfers, interdependencies, and flows of matter. Students also learn to describe the social and technological factors that have influenced scientific developments.

In Earth and Space, students will explore how key processes such as combustion, photosynthesis, and respiration are interconnected with Earth's spheres: the geosphere, biosphere, hydrosphere, and atmosphere.

By examining these interactions, students will gain a deeper understanding of how carbon moves through different parts of our planet, influencing and being influenced by various natural systems.

Strands:
Earth and Space, Biology

Assessment:
- A portfolio of tasks including quizzes and booklet
- A research investigation
- Extended response

Science 1B: Atoms to Energy

When offered:
Semester 2

Course Overview:
Students learn about the subatomic particles inside an atom and their impact on mass and reactivity. They also explore important chemical reactions that occur in everyday life, such as radioactive decay, the neutralization of excess stomach acid, and photosynthesis. Practical experiments are conducted, including an investigation into cola as a rust remover.

In addition, students learn about the conservation of energy and develop a more advanced understanding of energy transfer, including the transfer of heat, sound, and light. Through hands-on experiments and critical analysis, students develop a deep appreciation for the complexity and fragility of our planet.

Strands:
Chemistry and Physics

Assessment:
- A portfolio of tasks including quizzes and booklets

Science 2A: Exploring Earth's Mysteries from Origins to Evolution

When offered:
Semester 3

Course Overview:
In this Semester, students explore the interactions and cycles within and between Earth's spheres. They learn to evaluate scientific theories and evidence that explain the origin of the universe and the diversity of life on Earth. They also study heredity and evolution, delving into the processes that underpin them.

Throughout the course, students develop critical thinking skills by analysing how scientific models and theories have developed over time and discussing the factors that led to their review.

With a focus on scientific inquiry and analysis, students gain a deeper understanding of the natural world and its workings.

Strands:
Earth and Space, Biology

Assessment:
- Open book quiz
- Research investigation

Science 2B: Elements and Energy

When offered:
Semester 4

Course Overview:
During this course, students explore the periodic table and how it organises elements, allowing them to make predictions about the properties of elements. They also learn about chemical reactions, how they are used to produce specific products and the factors that affect reaction rates.

The Physics unit covers the concept of energy conservation and how it applies to energy transfer and transformation within systems. Students also apply their understanding of force, mass, and acceleration to predict changes in the motion of objects.

To develop their scientific skills, students independently design and improve methods of investigation.

Strands:

Chemistry, Physics

Assessment:
- A portfolio of tasks that include quiz, experiment design, data analysis and a data presentation.
- Student experiment report.

Marine Science

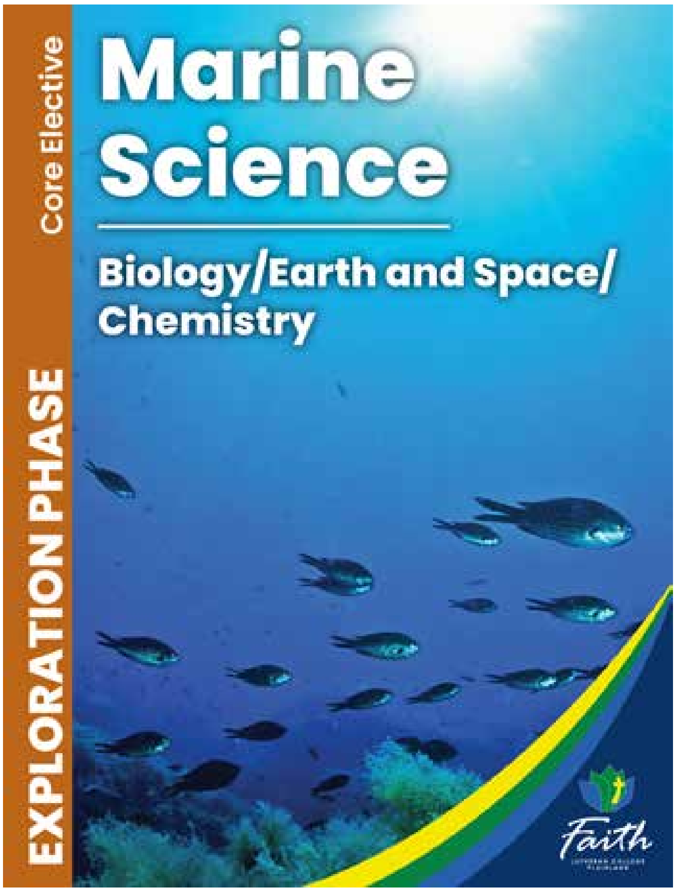
When offered:
Semester 1

Course Overview:
This course covers how the ocean impacts life on Earth, including topics such as reproductive strategies, the carbon cycle and its link to climate change, marine chemistry, and water osmoregulation and thermoregulation. An overnight camp will allow students to apply their knowledge and observe firsthand the concepts learned in class.

Experiments will focus on analysing abiotic factors at different beaches, water chemistry, sand composition, including microplastics, relating to the camp. This will provide valuable experience in data collection and analysis and an understanding the human impact on our oceans.

Strands:
Biology, Earth and Space, Chemistry

Assessment:
- Safety quiz focused on laboratory safety
- Climate change investigation focusing on ocean acidification, sea level rise or water temperature increase
- Camp report
- Marine reproductive strategies infographic



Dinosaurs, Megafauna & Ice Ages

When offered:
Semester 1

Course Overview:
This course delves into diverse topics of paleontology, biology, and climate science.

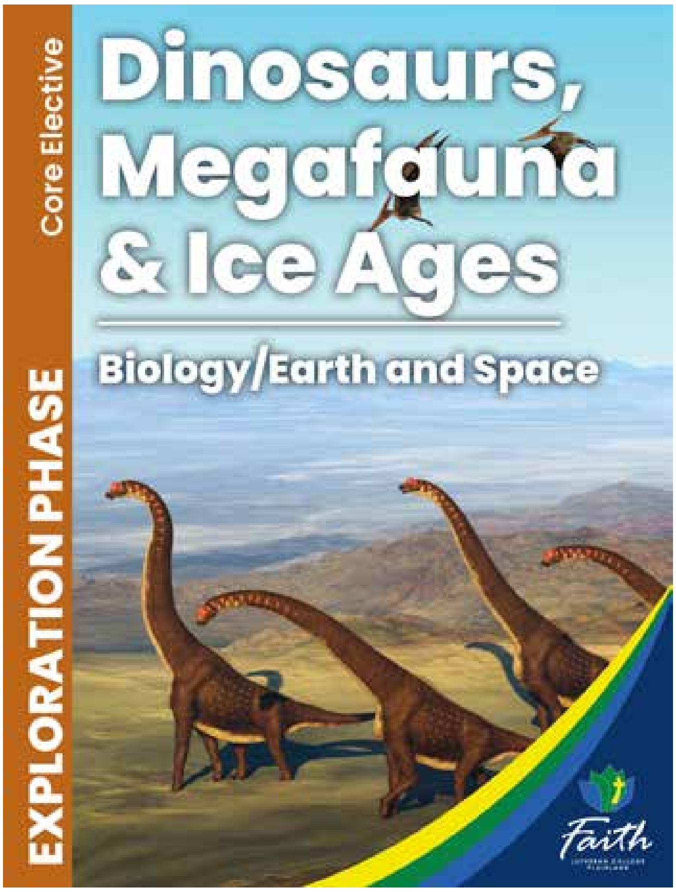
Students will explore how megafauna and dinosaurs thermoregulated, the carbon cycle, and reproductive strategies, including the Wollemi Pine.

DNA and biotechnology will be studied, with an emphasis on the ethics of "bringing back extinct species." In-class discussions and debates on natural selection and changing theories in science, like the feather, scale, or fur debate for dinosaurs, will be held. Students will also conduct an experiment on plant growth and the greenhouse effect.

The course involves virtual excursions with the Australian age of dinosaurs based in Winton and an excursion to the Queensland Museum.

Strands:
Biology, Earth and Space

Assessment:
- Safety quiz focused on laboratory safety
- Experimental investigation looking at the greenhouse effect and plant growth
- Investigation asking if we can bring back the Tasmanian Tiger
- Investigation identifying how paleontology is a science



Powering the Future

When offered:
Semester 1

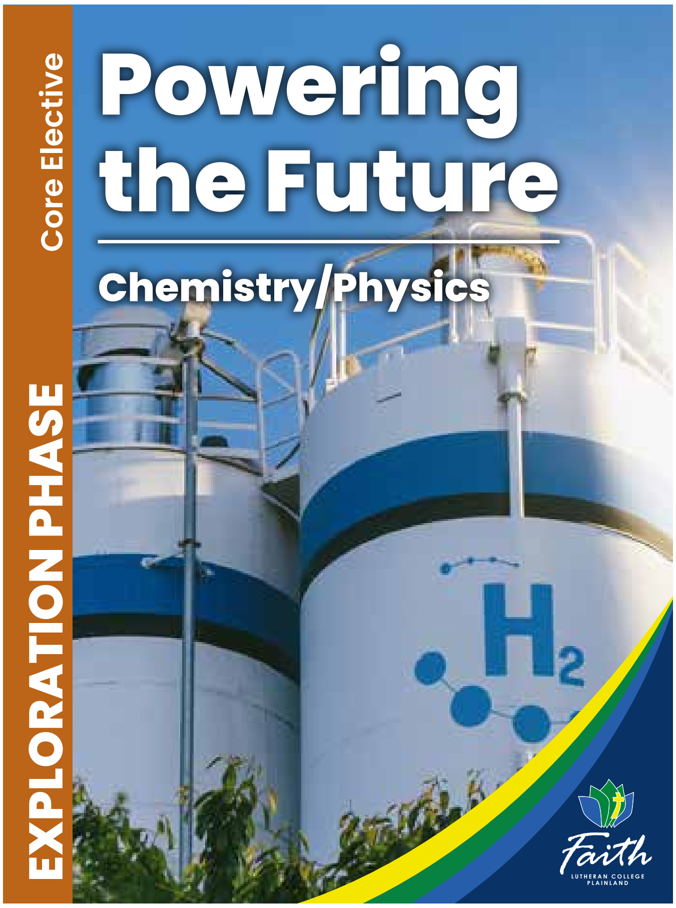
Course Overview:
In this course, students will explore innovative solutions to energy consumption needs through the design and investigation of microgrids. They will examine the physics of energy transfer, efficiency, and power generation, as well as the role of chemistry in determining energy use, particularly in chemical and nuclear reactions.

Students will engage in hands-on activities to design and test electrical circuits, analyse power consumption, and model energy flow using Sankey diagrams. They will also investigate how emerging technologies and sustainable energy solutions can support future energy demands.

Through research and real-world applications, students will develop critical thinking and problem-solving skills, culminating in a public presentation of their proposed energy solutions.

Strands:
Chemistry, Physics

Assessment:
- Portfolio: Includes journal entries, design diagrams, and a public presentation on energy solutions.
- Quizzes: A series of assessments on the chemistry of power and energy principles.



Science of Warfare

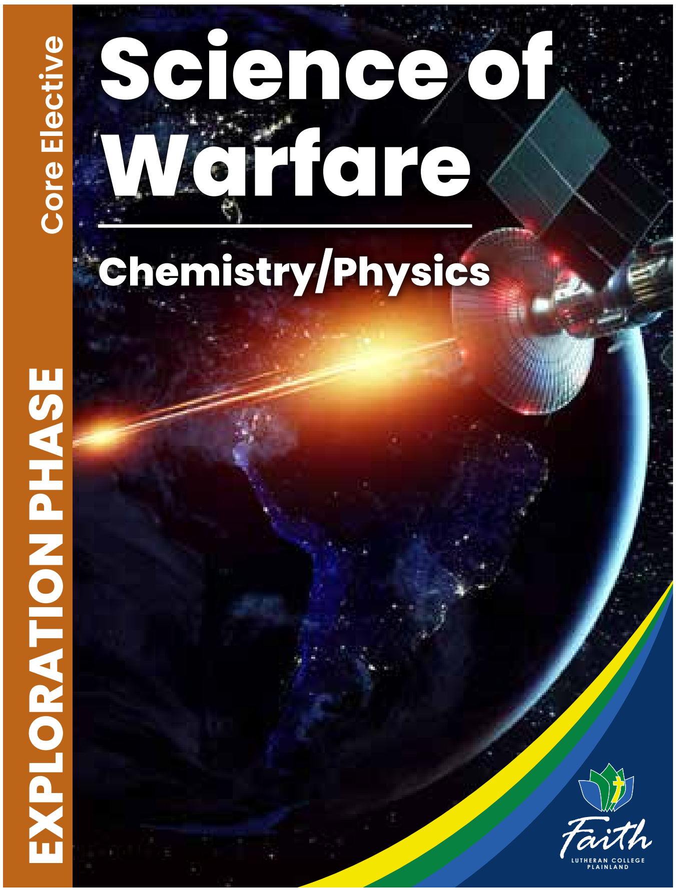
When offered:
Semester 2

Course Overview:
This course on the Science on Warfare covers several topics such as force and motion, the properties of metals, the chemistry of fuels, and the difference between fission and fusion. Students will also learn about atomic structure, the periodic table, and chemical reactions, with a focus on combustion.

They will explore the feasibility of lasers and heat rays as weapons and the dangers of radioactivity. Additionally, students will design and build a safe projectile launcher that converts potential into kinetic energy, such as a catapult or air cannon.

Strands:
Chemistry, Physics

Assessment:
- Portfolio of tasks including journal, presentation on metallurgy, and quiz.
- Group presentation and experiment building a projectile launcher.



Crash Course

When offered:
Semester 2

Course Overview:
In this course, students will carry out a project to identify situations in which individuals or items need protection from collisions or impact and then propose and build protective solutions. In the process, students learn concepts of energy transfer, material chemistry and Newtonian physics and apply those concepts to the analysis of the type of collision and the design of their solutions. Students confer with subject matter experts (such as industrial designers, fabricators, or engineers) at key points throughout the project to inform and gather feedback on their product designs. They present the results of their project to clients/ experts.

Strands:
Chemistry, Physics

Assessment:
- Portfolio of tasks including experimental reports, product design and prototype investigation, multimodal presentation.

Rocket Science

When offered:
Semester 2

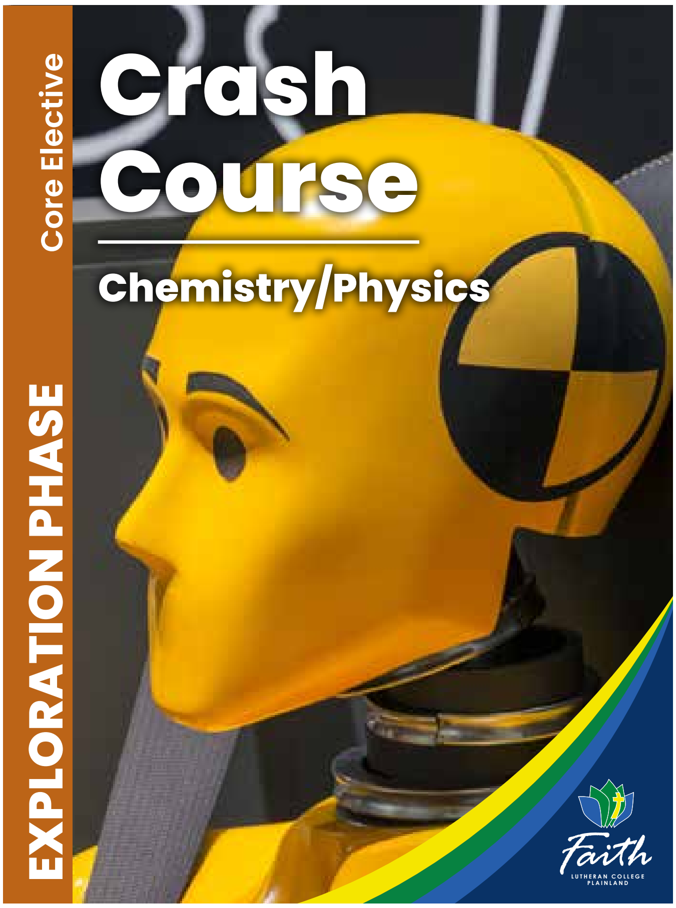
Course Overview:
In this course, students will learn about the basics of physics, rocket propulsion, and space survival. They will conduct experiments on distance, speed, and acceleration, and develop their Excel skills.

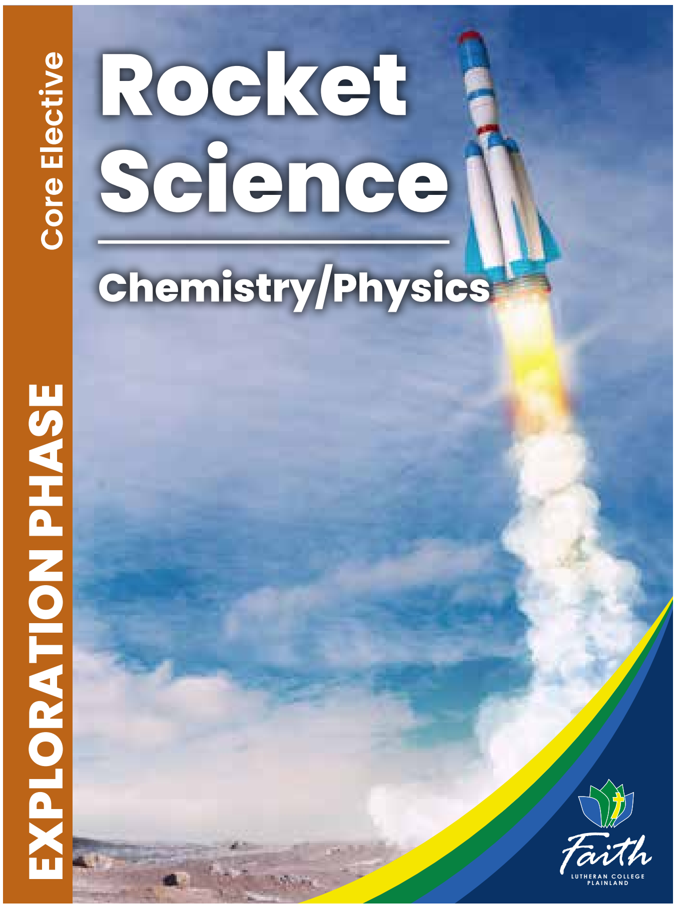
Students will explore Newton's Laws of Motion, momentum, energy, and efficiency in rocket propulsion. They will also investigate the factors effecting human survival in space, including temperature control, radiation, and carbon/oxygen cycles.

In addition, students will work in groups to research and present historical rockets. The chemistry behind rocket fuel will also be covered, with an emphasis on combustion. Finally, students will design, build, and test solid-fuel model rockets

Strands:
Chemistry, Physics

Assessment:
- Portfolio of tasks including journal, quiz, presentation on historical development of rockets.
- Experimental report on rockets designed, built, and tested by students.





Freshwater Systems

When offered:
Semester 3

Course Overview:
This course explores freshwater systems, focusing on the reproductive strategies and physiological adaptations of aquatic organisms. Students will investigate thermoregulation and osmoregulation adaptations in freshwater species, with a particular focus on fish life cycles through the Southern Pygmy Perch breeding project.

The course also examines the rearrangement of atoms in chemical reactions, including biochemical processes such as photosynthesis and microbial-induced hydrogen sulfide production. Through hands-on experimentation, students will design and conduct investigations into the chemistry of freshwater and saline environments. A field trip will provide an opportunity to explore these concepts in a real-world setting.

Strands:
Biology and Chemistry

Assessment:
- Quiz focussed on laboratory safety
- Topic tests on homeostasis and reproductive systems
- Field trip investigations.

Medical Science

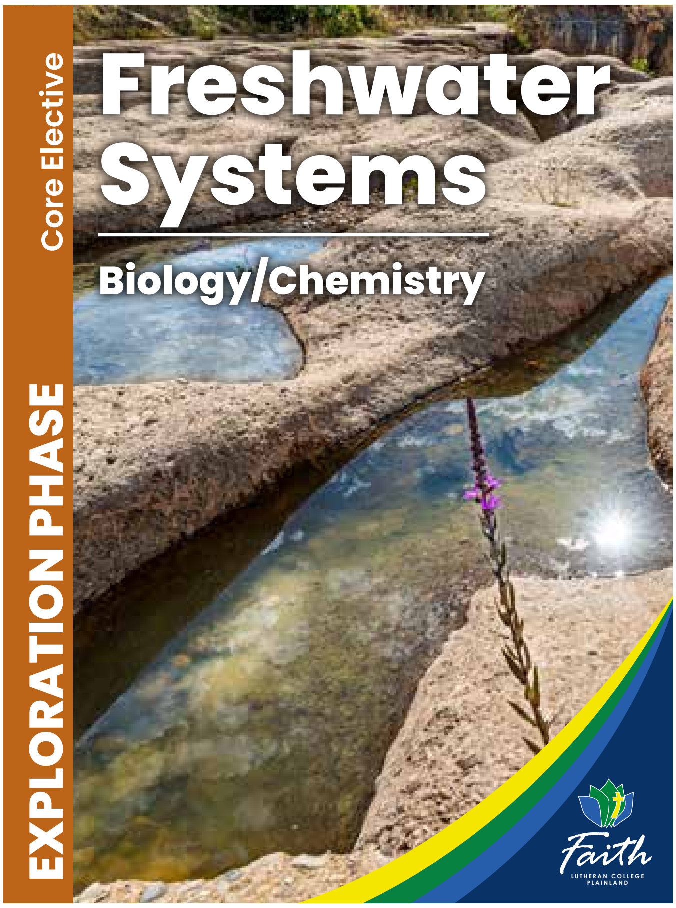
When offered:
Semester 3

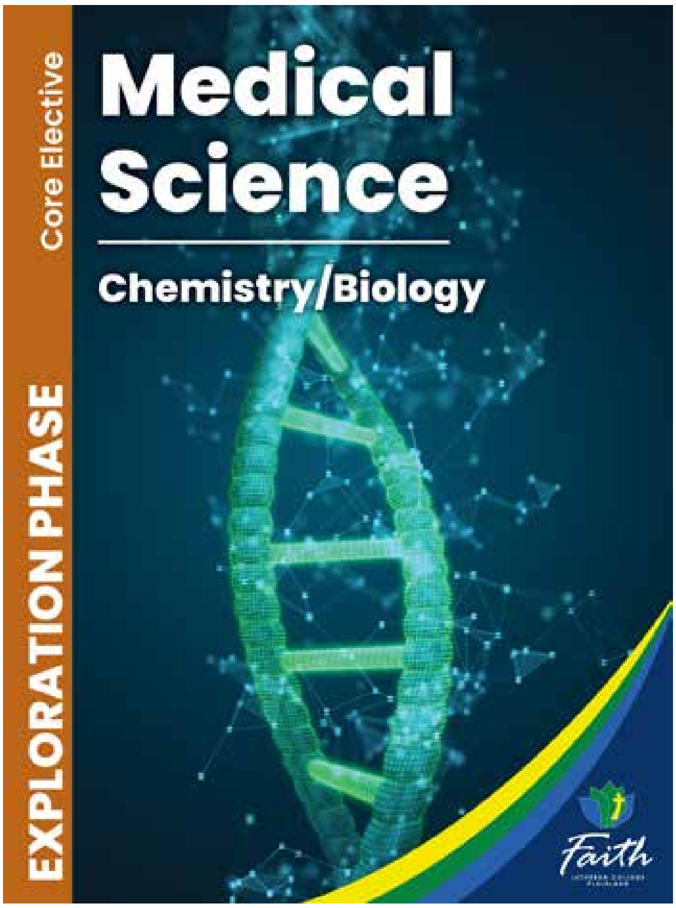
Course Overview:
In this course, students will explore key biological and chemical concepts related to human health and disease. They will investigate homeostasis, the theory of evolution and how this affects the diseases and viruses we come into contact with, and the mechanisms of diseases, including bacterial and viral infections. Through patient case studies, students will analyse real-world medical scenarios, deepening their understanding of diagnosis, treatment, and prevention.

Students will develop critical thinking and scientific inquiry skills by conducting research and analysing data on disease patterns, immune responses, and medical advancements. They will also explore the role of chemistry in medical science, including biochemical processes and diagnostic testing. A key component of the course is an experimental investigation into bacterial growth, where students will design and conduct controlled experiments to test factors affecting microbial development.

Strands:
Chemistry, Biology

Assessment:
- Portfolio: Includes research, data analysis, and case study evaluations on medical science topics.
- Experimental Report.





Pre-Physics

When offered:
Semester 4

Course Overview:
This course provides a foundational understanding of key physics concepts, focusing on electricity and thermodynamics as outlined in the QCAA General Physics syllabus. Students will explore the principles of energy transfer, electrical circuits, and thermal systems, developing problem-solving and analytical skills essential for senior physics studies.

Students will investigate electric circuits, including voltage, current, resistance, and power, applying these principles to real-world scenarios. They will also examine thermodynamic systems, exploring heat transfer, energy efficiency, and the laws of thermodynamics in various applications.

Through experimental investigations, research projects, and problem-solving tasks, students will develop scientific inquiry skills, data analysis techniques, and an understanding of the role of physics in modern technology and energy solutions.

Strands:
Physics

Assessment:
- Experimental Investigation
- Research Investigation
- Semester Exam

Pre-Psychology

When offered:
Semester 4

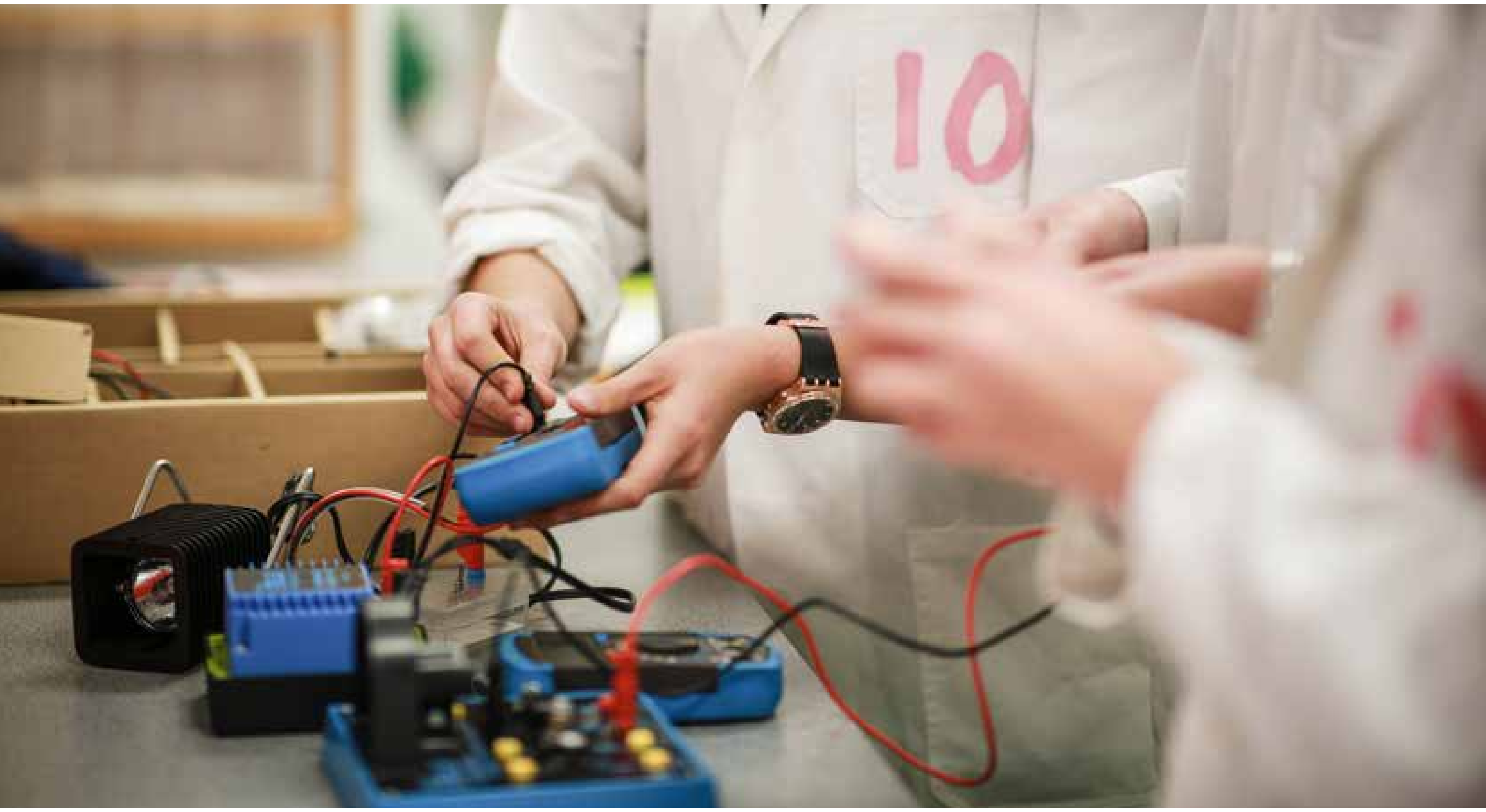
Course Overview:
The Pre-Psychology course prepares students for further study in Psychology (ATAR) in Graduate phase. Students will be introduced to the Scientific Method of investigations within the Psychology field, including ethical considerations, identification of variables, hypothesis testing, experimental design and data collection and analysis techniques.

Students will gain insight into real-life psychological investigations through a variety of case studies and will receive introductory scientific understanding of concepts such as anatomy and physiology of the brain and nervous system and factors affecting cognitive development.

Assessment instruments mirror those experienced in Senior Psychology and focus on skill acquisition aligned with the unit objectives of this course.

Strands:
Biology, Chemistry

Assessment:
- Multi-modal presentation
- Exam



Pre-Chemistry

When offered:
Semester 4

Course Overview:
The Pre-Chemistry course prepares students for further study of Chemistry (ATAR) in Graduate Phase. It covers the periodic table, including how it organises elements and how it can be used to make predictions about its properties. Students also learn about chemical reactions, the factors influencing their rates, and how reactions are used to produce specific products.

The course emphasises the development of scientific skills, including the ability to independently design and improve methods of investigation while considering reliability, safety, fairness, and ethical actions. Students also learn how to use digital technologies to enhance the quality of their data and to identify alternative explanations for their findings.

Strands:
Chemistry

Assessment:
- Research Investigation
- Portfolio of practicals
- Semester Exam

Pre-Agricultural Science

When offered:
Semester 4

Course Overview:
This unit prepares students for study in Graduate phase Agriculture Science (General subject). Students investigate the various biological, environmental and management factors that affect return on investment (ROI) in both beef and dairy cattle production systems. They undertake assessment tasks similar in structure to those involved in the senior subjects and participate in practical lessons related to beef production. Students engage in at least one practical lesson per week. Students learn about beef and dairy production concepts and processes. They are provided with a mob of beef cattle and feedlot facilities with which to collect feed consumption, live weight gains and financial data. At the conclusion, the students accompany the cattle to sale where they experience livestock saleyard processes and tour a working dairy.

Strands:
Biology, Chemistry

Assessment:
- Research Portfolio
- Student Experiment
- Exam

Pre-Biology

When offered:
Semester 4

Course Overview:
The Pre-Biology course is designed to cover the prerequisite knowledge for further study of Biology (ATAR) in the Graduate Phase. Students gain a solid understanding of the processes of cell biology and ecology.

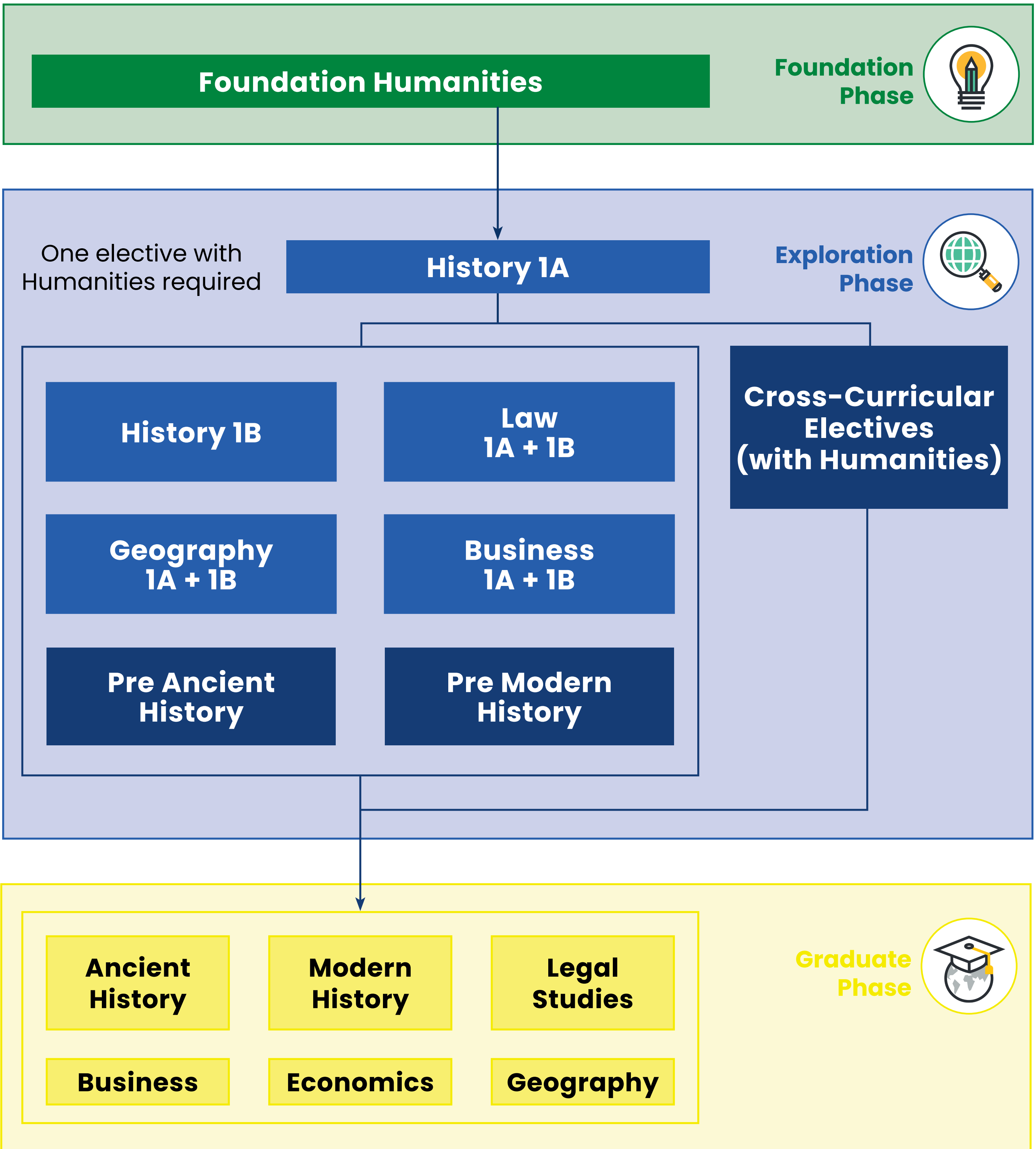
Through practical experimentation, including fieldwork and laboratory work, students learn to develop questions and hypotheses independently. They also explore the ethical considerations of scientific investigation, such as reliability, safety, fairness, and ethical actions, and learn how to use digital technologies to enhance the quality of data.

When analysing data, students consider alternative explanations for findings and identify any sources of uncertainty.

Strands:
Biology

Assessment:
- Term exam
- Semester exam
- Student experiment

Pathways


Foundation Humanities
Foundation Phase
One elective with Humanities required
History 1A
Exploration Phase
History 1B
Law 1A + 1B
Geography 1A + 1B
Business 1A + 1B
Pre Ancient History
Pre Modern History
Cross-Curricular Electives (with Humanities)
Ancient History
Modern History
Legal Studies
Business
Economics
Geography
Graduate Phase

History 1A: Making a Nation and The First World War

When offered:
Semesters 1 and 2

Course Overview:
Students explore the causes and effects of European colonisation and migration in the late 18th and early 19th centuries and its impact on the First Nations Peoples of Australia. They will analyse evidence and interpret the brutal history of the Frontier Wars.

Students will also investigate the social, political, economic, and cultural background of Australia's Federation and our entry into the First World War. Students will study the experiences of Australian troops on the front lines. The unit culminates by examining the profound impact of the war on Australia's identity, politics, and society.

Strands:
Knowledge and Understanding (History), Skills (History)

Assessment:
Students are assessed through a collection of smaller, portfolio tasks as well as a Source Investigation and Response.

History 1B: The Great War: International and Australian Experiences in WW1

When offered:
Semesters 2 and 4

Course Overview:
The unit covers the causes and consequences of World War I and the transformation impact on Australia and the world.

Students will analyse key events, turning points, and the nature of warfare.

Study will include major battles, the significance of the Russian Revolution, American entry, and the armistice. Students will explore Australia's involvement in the war, including the home front, changes to women's roles, and impact on First Nation Australians.

Strands:
Knowledge and Understanding (History), Skills (History)

Assumed Knowledge:
History 1A

Assessment:
Students complete a portfolio of short and long-form responses to historical sources as well as a depth study into a turning point of WWI.

Pre Ancient History: History's Mysteries and Conquering the Ancient World

When offered:
Semester 4

Course Overview:
Students will explore some of the most fascinating and contested mysteries of ancient history. Using the inquiry model, they analyse ancient, archaeological, and modern evidence surrounding these mysteries, uncovering the truth.

Students also examine the life and legacy of one of the most significant figures in ancient history – Alexander the Great. Through close analysis of the social, political, and economic context in which he lived, exploring the differing interpretations and representations of his legacy from ancient to modern times, and deconstructing the idea of Alexander the Great.

This course provides a foundation for study of History (Ancient or Modern) in the Graduate Phase.

Strands:
History (Skills).

Assessment:
Students complete a Source Investigation and Essay response focusing on a historical mystery of the student's choosing as well as a Seen Source Exam.

Pre Modern History: World War II and the Rise of Fascism in Germany

When offered:
Semester 4

Course Overview:
This unit is designed to prepare students for senior studies in Modern History. In this course, students explore World War II and the rise of the Nazi Party in Germany. They examine whether the Nazi Party's tactics during their rise to power were based on terror or persuasion.

Students analyse the motivations behind the party's actions and their impact on Germany and the world. They will then choose a depth study from a variety of pivotal points during the Second World War, which can include Kokoda, Tobruk, Milne Bay, the Holocaust, the Atomic Bomb, the Eastern Front, the Warsaw Uprising, the Battle of Berlin, and D-Day.

Strands:
Knowledge and Understanding (History), Skills (History).

Assessment:
Students complete a mixed Response Exam (short and long responses) as well as a Source Investigation and Essay response depth study on a topic of choice.

Business 1A: Fundamentals of Business and Economics

When offered:
Semesters 1 and 3

Course Overview:
Business 1A provides students with an introduction to core business concepts, focusing on the role of businesses in society, consumer and financial decision-making, and the basics of start up business.

In the second term students will develop an understanding of economic systems, workplace rights, and ethical business practices while building critical thinking and problem-solving skills.

This course is designed to build a strong foundation for students interested in Business and Economics in senior school.

Strands:
Knowledge and Understanding, Skills

Assessment:
Students will complete a range of assessment tasks, including:

- Business report
- In-class exams

Business 1B: Creating Business and Economic Analysis

When offered:
Semesters 2 and 4

Course Overview:
Business 1B introduces students to fundamental economics concepts, decision-making processes, and financial literacy.

Students will explore how the economy flows in local and global contexts, gaining practical skills in economic and financial analysis. The course prepares students for senior Business studies, finance and business challenges.

This course is ideal for students interested in pursuing Economics or Business in senior but can also help develop essential financial and economic skills for the future.

Strands:
Knowledge and Understanding, Skills

Assessment:
Students will complete a variety of assessment tasks, including:

- Research assignments
- Business reports

Geography 1A: Famine and Tourism - Connections in a Globalising World

When offered:
Semesters 1 and 3

Course Overview:
Students explore biomes and their critical role in ensuring food security around the world. They dive deep into the 2019-2020 Madagascar Famine, analysing the complex social, political, and economic factors that led to this devastating crisis to gain a better understanding of how interconnected our world is and the importance of sustainable food systems. They will then explore the dynamic relationship between globalisation and tourism.

Lastly, students examine the impact of tourism on a selected country's social, economic, and cultural development. This allows students to highlight the importance of responsible and sustainable tourism practices.

Strands:
Knowledge and Understanding (Geography), Skills (Geography)

Assessment:
Students are assessed through portfolio tasks designed to develop key geographical knowledge and skills.

Geography 1B: Human Wellbeing in a Warming World

When offered:
Semesters 2 and 4

Course Overview:
Explore how climate change impacts human wellbeing on global, national, and local scales. Students will examine key measures of wellbeing, the factors driving inequalities between and within countries, and how climate-related challenges exacerbate these differences.

Through case studies from Australia, India, and beyond, students will analyse diverse perspectives on wellbeing, assess real-world responses to the crisis, and explore strategies aimed at reducing inequalities in an increasingly unstable climate.

Strands:
Knowledge and Understanding (Geography), Skills (Geography)

Assessment:
Students produce a report similar to the way students are assessed in Geography (ATAR/Graduate Course).

Law 1A: People Power: Foundations of Law and Government

When offered:
Semesters 1 and 3

Course Overview:
This unit is divided into two topics: 'Australia's legal foundations' and 'What's Rights got to do with it?'.

In 'Legal Foundations', students will explore and evaluate the history and significance of Australia's political system. Students also investigate the Australian legal system to determine its origin and scope for reform in the future.

In 'What's Rights got to do with it?', students will explore areas of Human Rights law and rights issues currently affecting their lives and the lives of those around them.

Strands:
Knowledge and Understanding (Civics and Citizenship), Skills (Civics and Citizenship)

Assessment:
Students will be assessed through a collection of portfolio tasks which forms will vary between multiple choice and short answer tests, case studies and small research tasks.

Law 1B: Order in the Court

When offered:
Semesters 2 and 4

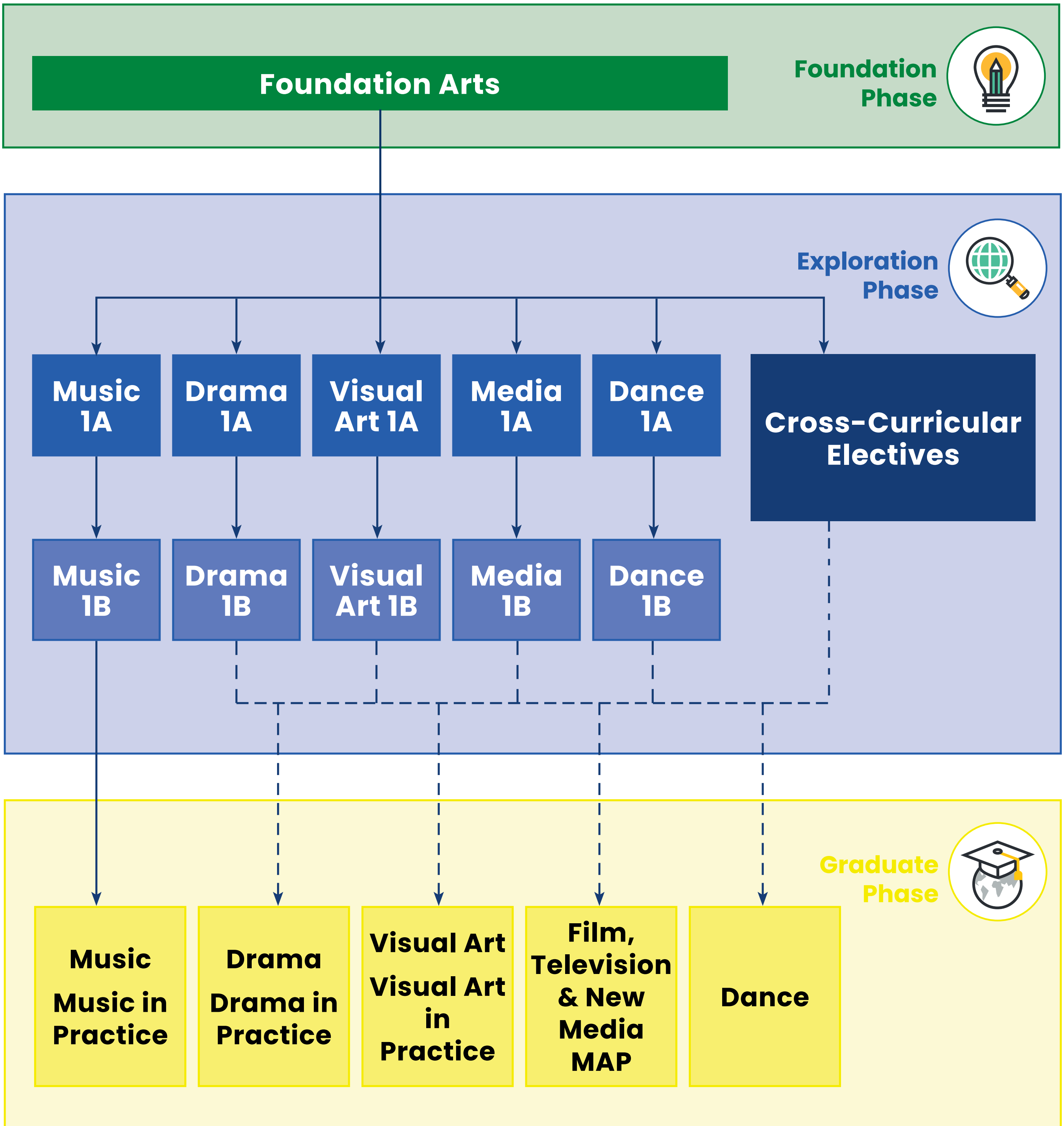
Course Overview:
In this unit, students will explore how to become an active and informed citizen, and learn how to constructively question and contribute to the improvement of laws and legal processes, including criminal law and sentencing.

By examining factors that have led society to create a legal system, they will develop knowledge and understanding of the frameworks which regulate and shape our society.

Strands:
Knowledge and Understanding (Civics and Citizenship), Skills (Civics and Citizenship)

Assessment:
Assessment may include analysis and evaluation of case studies, a stimulus response essay, an investigative report, and a short response exam.

Pathways


Foundation Arts
Foundation Phase
Exploration Phase
Music 1A
Drama 1A
Visual Art 1A
Media 1A
Dance 1A
Cross-Curricular Electives
Music 1B
Drama 1B
Visual Art 1B
Media 1B
Dance 1B
Graduate Phase
Music
Music in Practice
Drama
Drama in Practice
Visual Art
Visual Art in Practice
Film, Television & New Media
MAP
Dance

Dance 1A: Expressing Culture Through Dance

When offered:
Semesters 1 and 3

Course Overview:
Students explore the history and techniques of a range of different cultural dances from around the world, including Australian First Nations peoples. They use the body to communicate and express meaning of a variety of cultures through purposeful and creative movement choices.

This unit integrates choreography, performance, and responses to dance.

Strands:
Exploring and responding, Creating and making, Presenting and performing.

Assessment:
Students investigate a chosen dance culture and prepare an analytical essay response, perform a teacher choreographed dance that fuses cultural dance with popular dance styles, and choreograph their own fusion dance work based on a chosen researched cultural dance.

Dance 1B: Dance for Stage and Screen

When offered:
Semesters 2 and 4

Course Overview:
This unit explores musical theatre and dance on screen within the 20th and 21st Centuries.

Students evaluate influential performers and choreographers and experiment with different choreographic devices to develop a dance routine for film, inspired by the influences of a chosen era or musical.

Students focus on communicating narrative and characterisation through movement.

Strands:
Exploring and responding, Creating and making, Presenting and performing.

Assessment:
Students perform a teacher-devised musical theatre dance work, choreograph a musical theatre dance film, and complete a responding examination analysing and evaluating a professional dance performance on film.

Drama 1A: Acting and Directing

When offered:
Semesters 1 and 3

Course Overview:
This unit is a hands-on, creative subject where students develop confidence, teamwork, and storytelling skills through acting, improvisation, and performance-making. They explore diverse theatre styles, including works from different cultures, times, and First Nations Australians, to understand how drama challenges perspectives and shape's identity.

Students engage in devising original works, performing scripted and improvised drama, and analysing their own and others' performances. Assessments include creative projects, live performances, extended responses, and examinations that test their ability to respond to stimuli, solve problems, and apply drama skills in different contexts. Exploration Drama is dynamic, fun, and perfect for expressive, creative minds!

Strands:
Exploring and responding, Developing practices and skills, Creating and making, Presenting and performing.

Assessment:
Exam, Scripted Performance, Devised Performance, Extended Response.

Drama 1B: Shakespeare and Magical Realism

When offered:
Semesters 2 and 4

Course Overview:
In this unit, students dive deeper into the world of drama, building confidence, creativity, and collaboration through acting, improvisation, and performance-making. They explore a range of theatrical forms and styles, including Shakespeare, Magical Realism, and other dramatic conventions from different cultures and time periods.

Through devising original works, performing scripted and improvised pieces, and analysing performances, students develop their expressive and critical thinking skills. Assessments include creative projects, live performances, extended responses, and examinations that challenge them to respond to stimuli, solve problems, and apply drama skills in engaging ways. This unit is dynamic, exciting, and perfect for students ready to take their dramatic exploration to the next level!

Strands:
Exploring and responding, Developing practices and skills, Creating and making, Presenting and performing.

Assessment:
Director's Brief, Scripted Performance, Devised Performance, Extended Response.

Media 1A: The Rise of the Social Media Influencer

When offered:
Semesters 1 and 3

Course Overview:
In this unit students will explore the impact of new media on society. Students will examine popular social media platforms and analyse how they have changed the way people interact, communicate, and share information. They will learn about the benefits and challenges of social media use, including issues of privacy, cyberbullying, and fake news.

By the end of the unit, students will have gained a critical understanding of the power and influence of new media on society and be able to engage in thoughtful discussions about the use and impact of social media platforms.

Strands:
Exploring and responding, Developing practices and skills, Creating and making, Presenting and performing.

Assessment:
This unit includes the creation of social media content and analysis of content, platforms and use. Assessment may include still or moving image development in conjunction with a social media marketing campaign. Students will also write an extended response evaluating the impact of new media on society.

Media 1B: The Art of Film and TV Storytelling

When offered:
Semesters 2 and 4

Course Overview:
In this unit students will explore how representations and storytelling techniques are used in film and television.

They will analyse how characters, settings, and themes are presented and how they contribute to the overall meaning of the work. Additionally, students will have the opportunity to study a range of film and television genres, including genres of their interest and new ones they may not have considered previously.

By the end of the unit, students will have developed critical thinking and analytical skills to understand the meanings conveyed through these works and a deeper appreciation of the art of film and television storytelling.

Strands:
Exploring and responding, Developing practices and skills, Creating and making, Presenting and performing.

Assessment:
This unit includes both the design and production elements of filmmaking in addition to critiquing media projects. Assessment may include various styles of pre-production and the production of a short media product. Students will also write an extended response to a media product.

Music 1A: Exploring Music Through Cover and Remix

When offered:
Semesters 1 and 3

Course Overview:
Students explore music of their choice across a variety of genres and eras to find what makes these songs and artists unique.

Students use this investigation of the elements of music to create their own original spin on a pre-existing song, performing a cover that expresses their developing individual musicianship. Throughout this performance process, students will learn basic sound design and control techniques.

Finally, students will further delve into the elements of music through creating a composition that remixes pre-existing sounds with loops of their own making.

Strands:
Exploring and responding, Developing practices and skills, Creating and making, Presenting and performing.

Assessment:
Music is a performance-based subject. Students will be required to complete forming, presenting (performance) and responding assessment pieces.

Music 1B: Music of the Stage and Screen

When offered:
Semesters 2 and 4

Course Overview:
Students explore music which aims to convey a narrative, including film, video game, and musical theatre scores.

Students compose their own 1-minute soundtrack piece to a stimulus of their choice, after developing foundational composition skills through a variety of classroom activities.

Students also complete an Integrated Project, where they complete a flexible combined performing and responding assessment.

Strands:
Exploring and responding, Developing practices and skills, Creating and making, Presenting and performing.

Assessment:
Music is a performance-based subject. Students will be required to complete forming, presenting (performance) and responding assessment pieces.

Visual Art 1a: Zine Craft

When offered:
Semesters 1 and 3

Course Overview:
This course focuses on visual communication and consumerism in art. Students will research Takashi Murakami, analyzing his techniques and themes to understand how art critiques materialism. Through visual analysis and contextual research, they will build a foundation for their own creative work.

Students will design and produce their own Zine, creatively exploring a consumerism-related social issue. They will experiment with digital or hand-crafted formats, develop engaging visuals, and reflect on their artistic process. The course encourages originality, critical thinking, and effective storytelling through art.

Strands:
Exploring and responding, Creating and making, Presenting and performing.

Assessment:
Assessment in this unit includes the creation of a practical folio of work, a resolved art piece, and written responses to artworks.

Visual Art 1B: Animals in Art

When offered:
Semesters 2 and 4

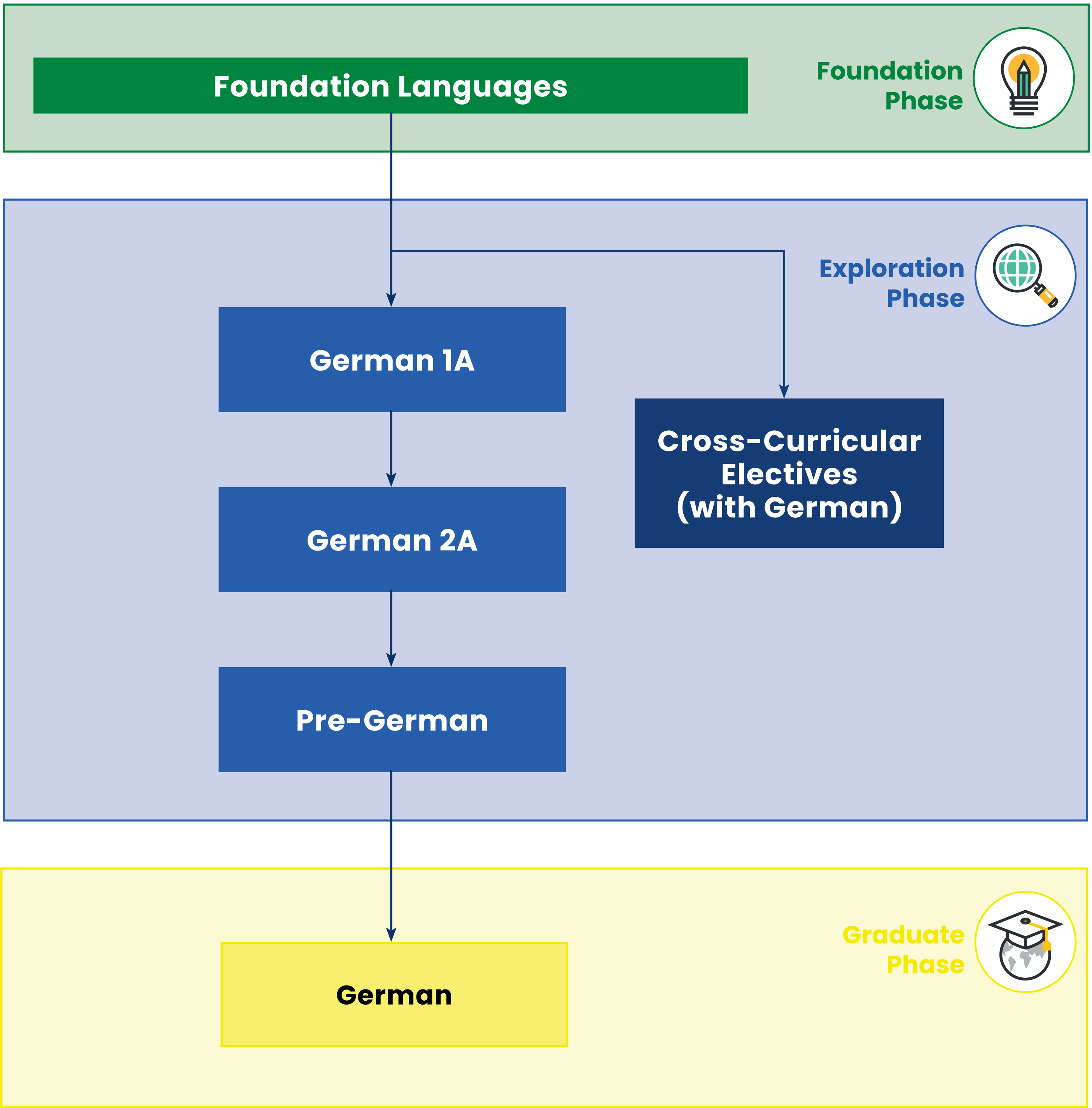
Course Overview:
This course examines how street artist Banksy uses art as a powerful tool for social commentary. Students will analyze Banksy's techniques, themes, and messages, focusing on how he highlights issues through bold visuals and symbolism. This research will inspire students to develop their own creative voices and explore how art can communicate powerful messages.

Building on this, students will create a product that explores the relationship between animals and society. Using Banksy's approach as inspiration, they will experiment with stencil techniques, composition, and storytelling to produce a visually striking and meaningful piece. This course encourages students to use art as activism, developing their own perspectives and creative expression.

Strands:
Exploring and responding, Creating and making, Presenting and performing.

Assessment:
Assessment in this unit includes the creation of a practical folio of work, a resolved art piece, and written responses to artworks.

Pathways


Foundation Languages
Foundation Phase
Exploration Phase
German 1A
Cross-Curricular Electives (with German)
German 2A
Pre-German
Graduate Phase
German

German 1A: Im Hotel

When offered:
Semester 1

Course Overview:
In this course, learners will participate in various communicative activities that will require them to comprehend and produce written and spoken language, with a focus on targeted comprehensible input.

They will also develop an understanding of the grammar system of the target language, which is essential for organising communication to achieve understanding.

Furthermore, learners will compare the grammar structure of the target language to that of English, the language they are familiar with.

Strands:
Writing/Speaking/Reading/Listening.

Assessment:
Learners' language development will be assessed by tasks requiring comprehension of language (listening and reading) with responses in English and composing (speaking and writing) in the language.

German 2A: Ferien & Arbeitswelt

When offered:
Semester 3

Course Overview:
In this course, learners will participate in various communicative activities that will require them to comprehend and produce written and spoken language, with a focus on targeted comprehensible input. Specifically, learners will use German as a means of communication to discuss a variety of topics, including the future, accommodation, and relationships. Through these activities, learners will develop language skills that will enable them to engage in meaningful exchanges with German-speaking individuals.

Strands:
Writing/Speaking/Reading/Listening.

Assumed Knowledge/ Learning Outcomes:
German 1A.

Assessment:
Learners' language development will be assessed by tasks requiring comprehension of language (listening and reading) with responses in English and composing (speaking and writing) in the language.

Pre German: Umwelt & Familienstand

When offered:
Semester 4

Course Overview:
This course will develop the skills attained in German 2A. Students will initiate and sustain conversations in German, voicing their opinions and describing their experiences.

In addition, they will interpret and translate information and ideas in a range of spoken, written and multimodal texts.

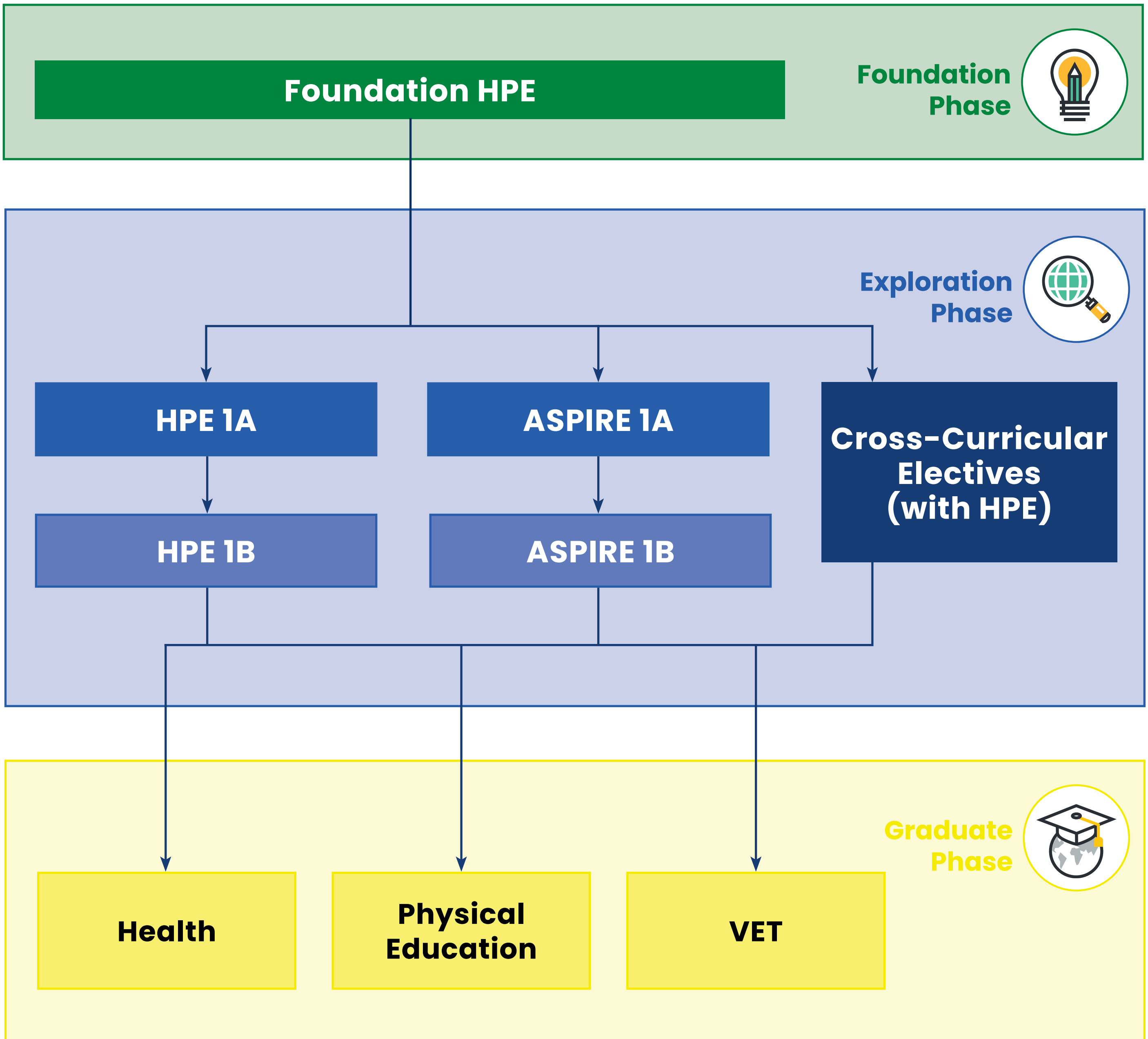
This course will involve some presentation tasks requiring the student to speak in German and respond to stimulus in German and in English.

Strands:
Communicating meaning in German, Understanding language and culture.

Assumed Knowledge/ Learning Outcomes:
German 1A and 2A are essential for those wishing to study German in Years 11 and 12.

Assessment:
Learners' language development will be assessed by tasks requiring comprehension of language (listening and reading) with responses in English and composing (speaking and writing) in the language.

Pathways


Foundation HPE
Foundation Phase
Exploration Phase
HPE 1A
ASPIRE 1A
Cross-Curricular Electives (with HPE)
HPE 1B
ASPIRE 1B
Graduate Phase
Health
Physical Education
VET

HPE 1A: Active Minds, Healthy Live

When offered:
Semesters 1 and 3

Course Overview:
Students critically analyse and evaluate risk-taking behaviours and harm minimisation strategies in the context of alcohol and other drugs.

They reflect on identity as strengths-based approach to making informed choices and act to enhance and advocate for their own and others' health, wellbeing and safety.

Student access, synthesise and apply health information and propose community interventions to improve health and physical activity participation.

They acquire, apply and evaluation their own and other's movement performance in selected sports contexts, and develop strategies to refine their own specialised movement skills.

Students promote physical activity participation in local event to demonstrate leadership, collaboration and ethical behaviours.

Practical/Theory: 50/50.

Strands:
Personal, social and community health, Movement and Physical Activity.

Assessment:
Students will complete a portfolio of work across the semester. They analyse their own and other's specialised movement data to develop and evaluate a personalised drill. Additionally, students will demonstrate and evaluate their leadership, collaboration and ethical behaviours.

Assessment includes an investigation of risk-taking behaviours including recommendations of appropriate decision making strategies. Students will evaluate the likely effectiveness of implementing a specific health promotion program within the College.

HPE 1B: Real Talk

When offered:
Semesters 2 and 4

Course Overview:
Students will explore the nature and benefits of respectful relationships.

They further develop skills to manage their relationships as they change over time. They have opportunities to explore empathy, ethical decision-making, respect and consent, and analyse the role they play in establishing and maintaining respectful relationships.

Students investigate sexual health, personal and relationship safety and societal attitudes and values can reinforce stereotypes and role expectations.

They will further refine their help-seeking strategies, assertive behaviours, conflict resolution and negotiation.

They acquire, apply and evaluation their own and other's movement performance in selected sports contexts, and develop strategies to refine their own specialised movement skills and promote physical activity in a community setting.

Practical/Theory: 50/50.

Strands:
Personal, social and community health, Movement and Physical Activity.

Assessment:
Students will complete a portfolio of work across the semester. They analyse their own and other's specialised movement data to enhance their performance. Additionally, students will demonstrate their coaching or referring skills and knowledge through a performance.

Assessment includes an investigation into respectful relationships through the use of case studies that promote wellbeing, including recommendations for implementing a respectful relationship program within the community.


10

Aspire 1A: Mastering Sporting Performance and Recovery

When offered:
Semesters 1 and 3

Course Overview:
This course is for devoted athletes wishing to master their craft. Employing a growth mindset and seeking to enhance their performance capabilities, students will investigate current practices and use data collection to improve their performance in a sporting context as well as their ability to identify opportunities to use sport specific strategies. They also learn how to effectively manage injuries and recovery from injuries during sport.

Students refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence within the specialised contexts.

Practical/Theory: 75/25.

Strands:
Personal social and community health, moving our bodies.

Assessment:
A portfolio of work including peer and self-assessments, practical observations, and designing training-based tasks.

Aspire 1B: Achieving Athletic Success

When offered:
Semesters 2 and 4

Course Overview:
The course is designed for active athletes, combining academic learning with athletic training to enhance both physical and intellectual development.

With a strong focus on practical sessions (outdoors), students refine their athletic skills while also building critical thinking, collaboration, and goal-setting abilities.

The program ensures learning is engaging and relevant, supporting both academic excellence and sporting success.

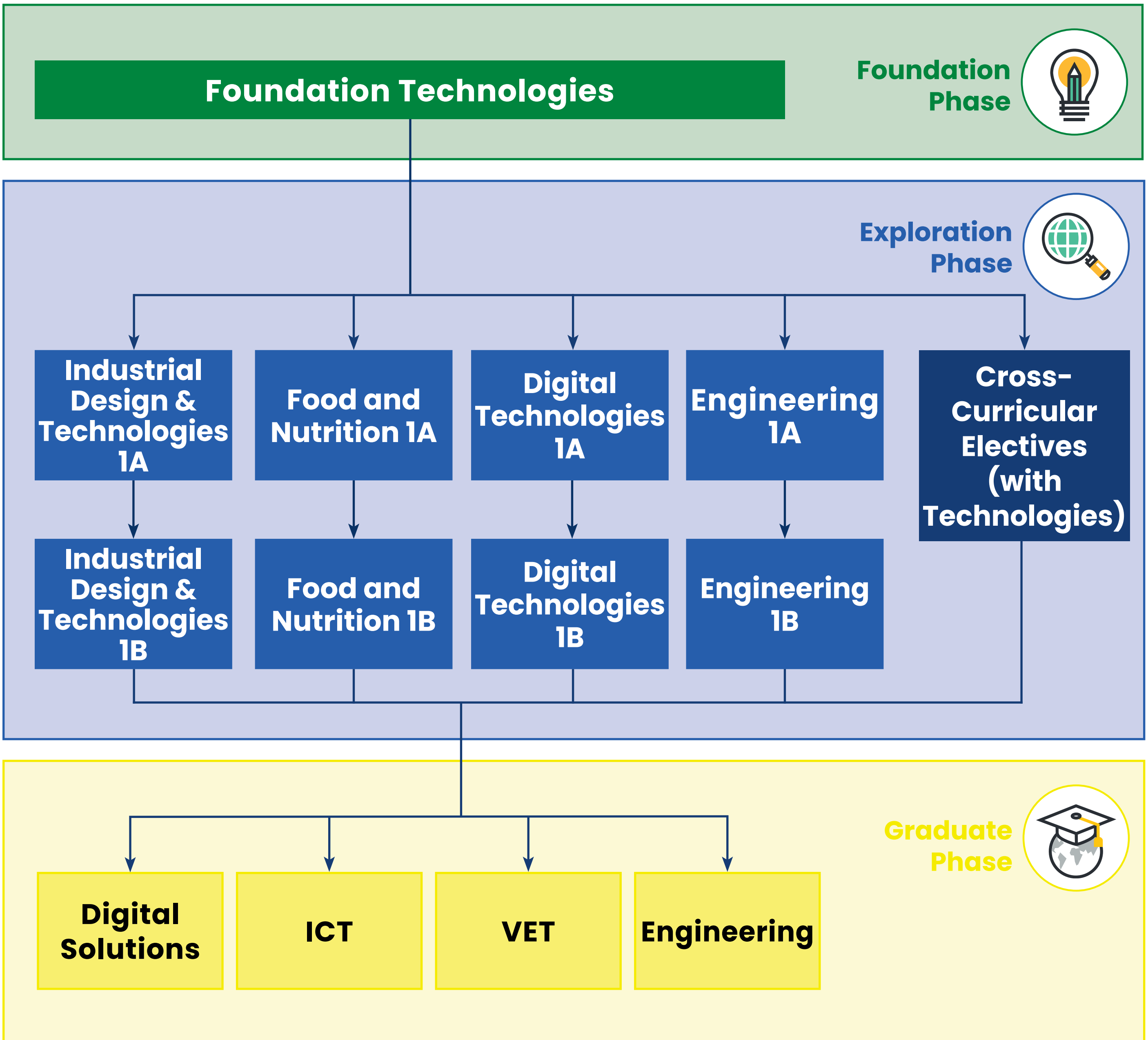
By the end of the course, students will have a deeper understanding of the demands of being an athlete while developing the skills needed to excel in their studies.

Practical/Theory: 75/25.

Strands:
Personal, social and community health, moving our bodies and learning through movement.

Assessment:
A portfolio of work including quizzes, energy systems report and planning coaching sessions for relevant sports.

Pathways


Foundation Technologies
Foundation Phase
Exploration Phase
Industrial Design & Technologies 1A
Food and Nutrition 1A
Digital Technologies 1A
Engineering 1A
Cross-Curricular Electives (with Technologies)
Industrial Design & Technologies 1B
Food and Nutrition 1B
Digital Technologies 1B
Engineering 1B
Graduate Phase
Digital Solutions
ICT
VET
Engineering

Industrial Design and Technologies 1A: Practical Skills for the Workshop

When offered:
Semesters 1 and 3

Course Overview:
In this elective, students will focus on developing basic practical skills and procedures in a safe working environment.

In this semester-long course, students will undertake two projects, one timber and one metal, that have a focus on developing skills and knowledge within the fields of construction and engineering.

This course is purposely focused on skill development of material usage, tools, and machinery. Students will be investigating the properties of the various materials used, determining their suitability for various applications. They will use various methods of joining material and finishing on their manufactured items.

This elective will expose students to skills and processes that would be foundational for students who may consider VET courses offered at Senior level.

Strands:
- Knowledge and understanding.
- Processes and production skills.

Assessment:
- Practical Projects.
- Project Based Portfolio.

Industrial Design and Technologies 1B: Advancing Skills in Design & Fabrication

When offered:
Semesters 2 and 4

Course Overview:
This taster course focuses upon the skills and knowledge that exist within the trade-based courses that are available in Years 11 and 12 at the TTC.

There is a strong focus on practical components of the trades including construction/fabrication and design.

Students will be required to demonstrate an application to more complex processes while working with a variety of materials, tools, and machinery in an industrial setting.

They will develop skills and knowledge relating to applying principles of work, health and safety and environmental requirements whilst learning to work as a team member.

Strands:
- Knowledge and understanding.
- Processes and production skills.

Assessment:
- Practical Projects.
- Project Based Portfolio.

Digital Technologies 1A

When offered:
Semesters 1 and 3

Course Overview:
Students will learn how to design and evaluate user experiences and implement solutions. They will also test and predict results and evaluate systems and solutions in terms of risk, sustainability, and potential for innovation and enterprise.

Through exploring the dynamic world of digital technology with a range of computing software, students will be introduced to programming principles, algorithm design, and computational thinking.

Topics covered may include virtual and augmented reality, interactive technology, Arduino, robotics, game design and development, e-sports, cybersecurity, web design and development, and animation.

Assessment:
Portfolio based with a range of tasks involving problem solving skills and abilities.

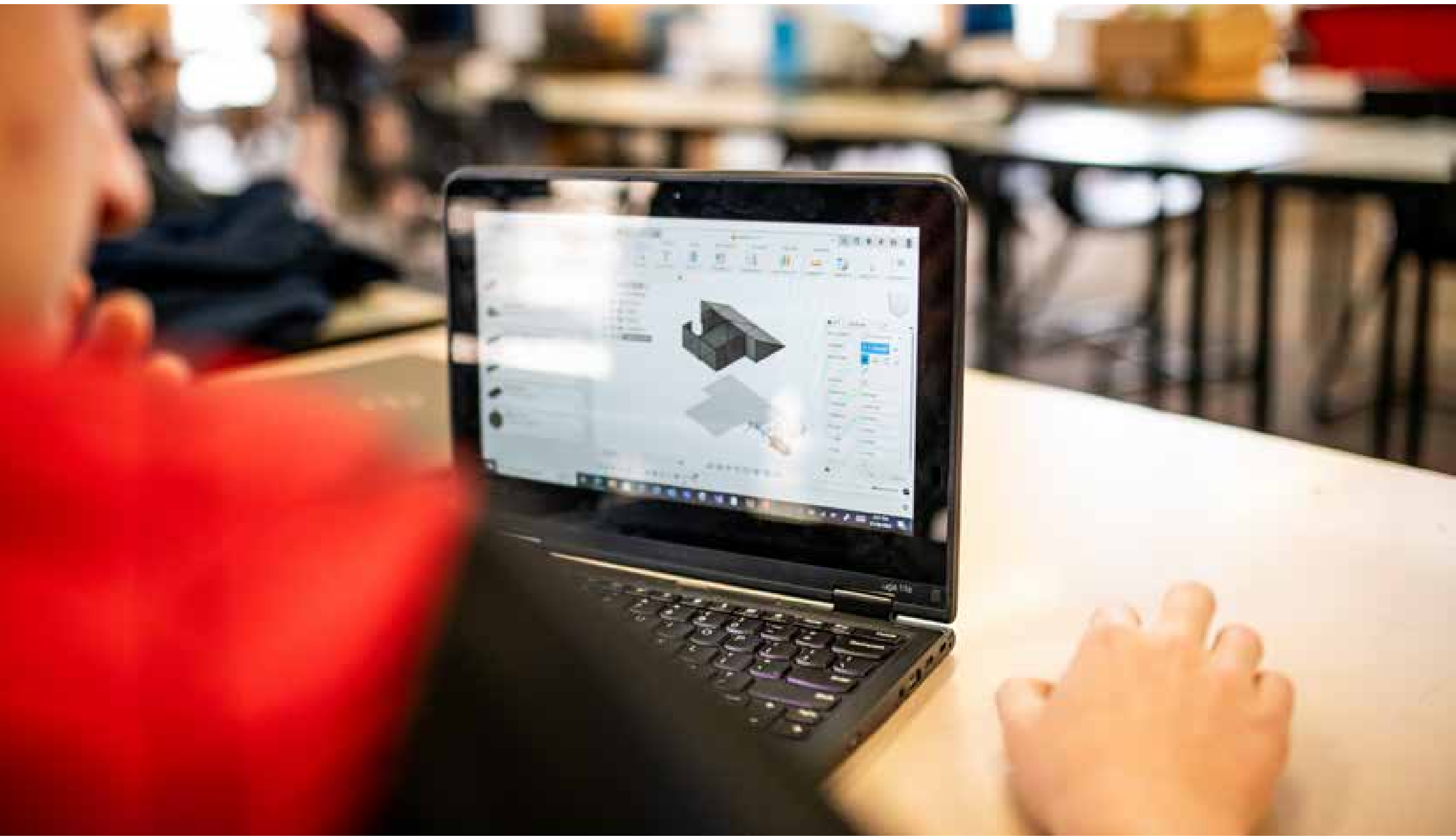
Digital Technologies 1B

When offered:
Semesters 2 and 4

Course Overview:
Digital Technologies provides students with opportunities to create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing, and many other industries. Topics covered may include virtual and augmented reality, interactive technology, data management, SQL, robotics, game design and development, cybersecurity, web design and development and e-sports.

Students will study topics that provide foundational information for the Senior Syllabuses of Digital Solutions and Information Communication Technologies (Applied).

Assessment:
Portfolio based with a range of tasks involving digital systems, data representation, managing and analysing data, producing and implementing, evaluating, collaborating and managing, privacy and security.



Food and Nutrition 1A: Food Fusion

When offered:
Semesters 1 and 3

Course Overview:
There is nothing like Eat Street anywhere in the world - a special one-of-a-kind experience. Throughout this unit, students will develop an understanding of the diverse cultures and cultural foods. This provides a scope for students to develop a broad range of theoretical and practical understandings relating to cultural food properties, processing, preparation, and sustainability, as well as hygiene considerations.

Furthermore, students will investigate how diet impacts the preferred futures for the environment, and the wellbeing of individuals, families, and communities. All this leads to students selecting two uniquely distinctive cultures, using key food stuffs or recipes from each to create a new type of meal that celebrates diverse yet complimentary aspects of each.

Strands:
- Knowledge and understanding.
- Processes and production skills.

Assessment:
Portfolio of tasks to respond to a design challenge and practical observations.

Food and Nutrition 1B: Food Preppers

When offered:
Semesters 2 and 4

Course Overview:
Students will learn about minimising waste, preserving foods, and developing new taste sensations throughout this unit.

This unit explores the techniques needed to minimise food spoilage whilst also designing, prototyping, creating, and marketing their own unique Shelf stable Food. Students explore the process and methods used to preserve food stuffs, this includes, Dehydrating (meats, fruits, and vegetables), canning, bottling, pickling, making jams, relish, etc, while also exploring the function of carbohydrates, sugars, Lipids.

This involves learning how ingredients interact with each other and concludes with students using the design process and learned skills to creating their own unique shelf stable foods product.

Strands:
- Knowledge and understanding.
- Processes and production skills.

Assessment:
Developing a Portfolio of tasks to respond to a design challenge, such as creating a new shelf stable food product, along with practical observations. product, along with practical observations.

Engineering 1A: Mechanical Engineering

When offered:
Semesters 1 and 3

Course Overview:
A hands-on, project-based course where students explore mechanical systems, design, and problem-solving.

In the first term, students develop core skills in engineering sketching, CAD, and simple machines like gears and axles. They apply these skills in guided projects, including designing and building a working gearbox, and constructing a balloon-powered car.

In the second term, students take on a self-guided challenge, designing and building a 'stored energy' car optimised for distance.

This course builds essential engineering skills while encouraging creativity, problem-solving, and practical application, preparing students for senior Engineering.

Key Learning Areas:
Technologies and Science.

Assessment:

- Term 1: A portfolio of quizzes and skills tests.
- Term 2: Engineered solution folio.

Engineering 1B: Electronics Engineering

When offered:
Semesters 2 and 4

Course Overview:
A hands-on, project-based course where students explore electronics and circuits.

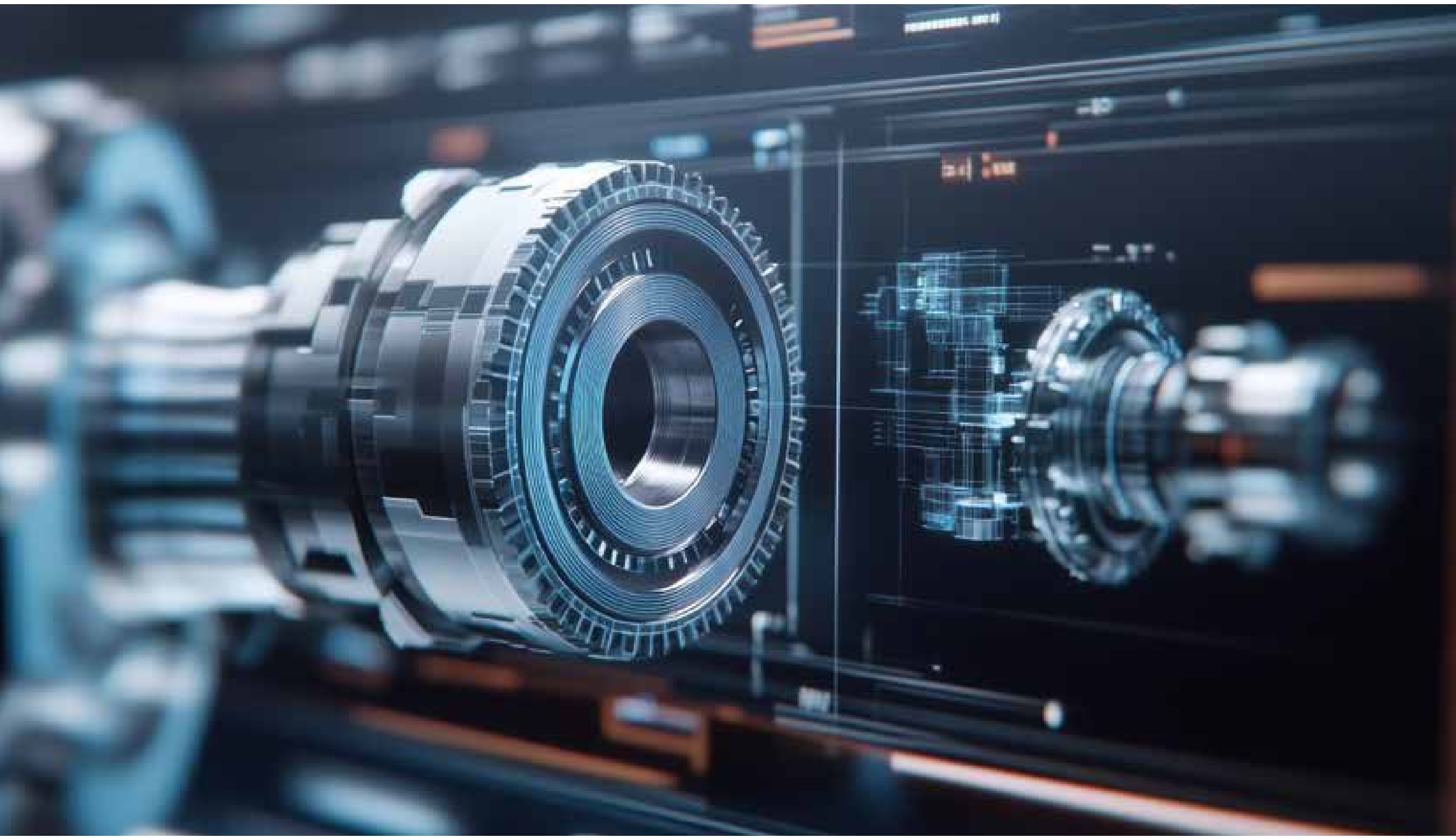
In the first term, students will learn about voltage, current, resistance and Ohm's law, and develop skills in reading and drawing circuit diagrams, breadboarding electronic circuits, and using a multimeter and soldering.

They will experiment with 555 timers, and basic digital circuits including binary and 7 segment displays. In the the second term, students take on a self-guided challenge, designing their own printed circuit board (PCB) and assembling and testing their electronic circuit.

Key Learning Areas:
Technologies and Science.

Assessment:

- Term 1: A portfolio of quizzes and skills tests.
- Term 2: Engineered solution folio.



Christian Studies (9)

Course Overview:
In the first year of the phase, students are presented with the opportunity to engage with four different topics, each designed to foster personal connection through facets of Faith.

These topics explore themes such as ethics in sport, the role of praise and worship in expressing faith, the significance of food rituals and rules across cultures, the impact of service learning, the experiences of exiles and displaced communities, and the ways cultural connections are expressed through art.

Through these diverse topics, students reflect on their own values and beliefs, developing a deeper understanding of how faith intersects with various aspects of life, culture, and community.

Key Learning Areas:
Christian Studies Curriculum Framework

Assessment:

Students are presented with a variety of spoken and written tasks that showcase their understanding and engagement with their selected subject matter.

These tasks are assessed against Christian Studies Curriculum Framework curriculum statements in Band C and Band D.

Religion and Ethics (10)

Course Overview:
In the second year of the phase, students commence their Graduate Phase learning journey.

Students will engage in two key units designed to deepen their understanding of religious, spiritual, and ethical concepts in diverse contexts.

The first unit focuses on Australian Identity, where students explore the diversity of Australian communities and examine how religious, spiritual, and ethical principles shape national values, beliefs, and practices.

The second unit delves into World Religions and Spiritualities, allowing students to investigate how people across the globe seek, express, and live out their beliefs through various religious traditions and spiritual practices.

Through these units, students critically reflect on their own values, engage with diverse worldviews, and develop a deeper understanding of the role of religion and ethics in shaping individual and collective identities

Key Learning Areas:
Religion and Ethics 2024 v1.1 Applied Senior Syllabus

Assessment:

Students are presented with a variety of spoken and written tasks that showcase their understanding and engagement with the subject matter explored in *Australian Identity and World Religions and Spiritualities.* These tasks are assessed against the Religion and Ethics 2024 v1.1 Applied Senior Syllabus objectives, focusing on students' ability to explain, examine, apply, communicate, and evaluate religious, spiritual, and ethical principles and practices.

Cross Curricular Education

We believe that cross-curricular courses can play an important role in helping to re-ignite a love of learning in our students. By connecting different subject areas and promoting interdisciplinary perspectives, these courses provide a more personalised and engaging learning experience that can help students discover their gifts and passions.

In addition, our cross-curricular courses are designed to promote collaboration and critical thinking, aligning with our value of innovation and our mission of shaping young people to impact the world around them. We believe that students should be challenged to think creatively and solve problems in real-world situations, and our courses are designed with this goal in mind.

It is important to note that our cross-curricular courses have been carefully mapped to the Australian Curriculum, ensuring that they align with the learning outcomes and achievement standards. Our courses are designed to enhance and complement the existing curriculum, rather than replace it.

To ensure that our courses meet the needs and interests of our students, we have implemented a unique selection process. All course proposals are pitched by our passionate and experienced teachers to a student committee, who evaluate and provide feedback on the submissions. This committee of students is responsible for selecting which courses will move forward to the next stage of implementation.

By involving our students in the course selection process, we can ensure that the courses we offer are relevant, engaging, and meet the needs of our diverse student body. It also empowers our students to take ownership of their education, promoting a sense of agency and responsibility that can positively impact their academic and personal growth.

Ultimately, we believe that cross-curricular courses can help our students to develop a deeper understanding of the practical applications of what they are learning and to become more confident and self-directed learners. By providing a personalised, engaging, and real-world relevant learning experience, we hope to inspire our students to discover their gifts, make a positive impact in their communities, and reflect the grace and love of God in all that they do.

Cross Curricular Electives

Aeronautical Engineering: Exploring the Skies

Course Overview:
In Term 1, students develop and understanding of the history and phyics of flight.

They will experiment and learn the fundamentals of flight such including forces on and motion of an aircraft, control surfaces, key parameters of an aircraft, and the basics of aircraft design.

Student learning will be consolidated through the practical activities including designing, building and testing various aircraft, starting with paper plane designs progressing through balsa gliders to rubber powered model planes.

In the second term, students undertake an engineering challenge of their choice, either designing, building and testing their own model aircraft, or modifying an existing model aeroplane.

Key Learning Areas:

Technology, Science

Assessment:

- Term 1: A portfolio of quizzes and skills tests
- Term 2: Engineered solution folio

Aussie Socks, Jocks and Chops

Course Overview:
This unit examines the industries that produce the raw materials needed for our socks (wool), jocks (cotton) and chops (lamb) and evaluates their sustainability in terms of the triple bottom line (environmental, financial and social factors).

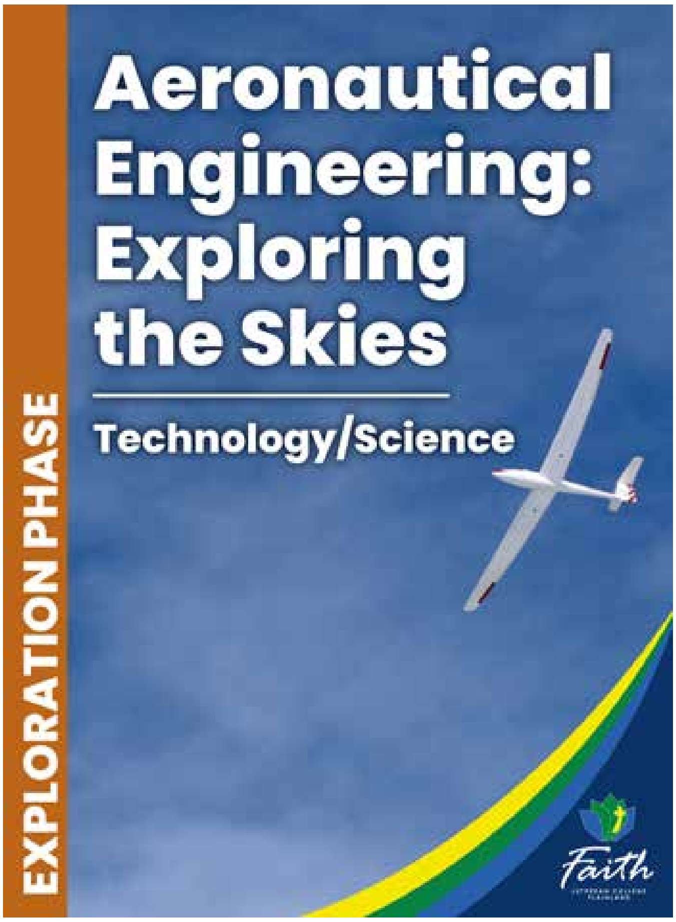
Students will run a lamb feedlot, learning how to carefully manage the animals to maximise average daily gain and meet carcase specifications. They will investigate the success of the Australian wool industry and explore cotton production, learning how this industry has turned itself around in terms of sustainability thanks to technological advancements.

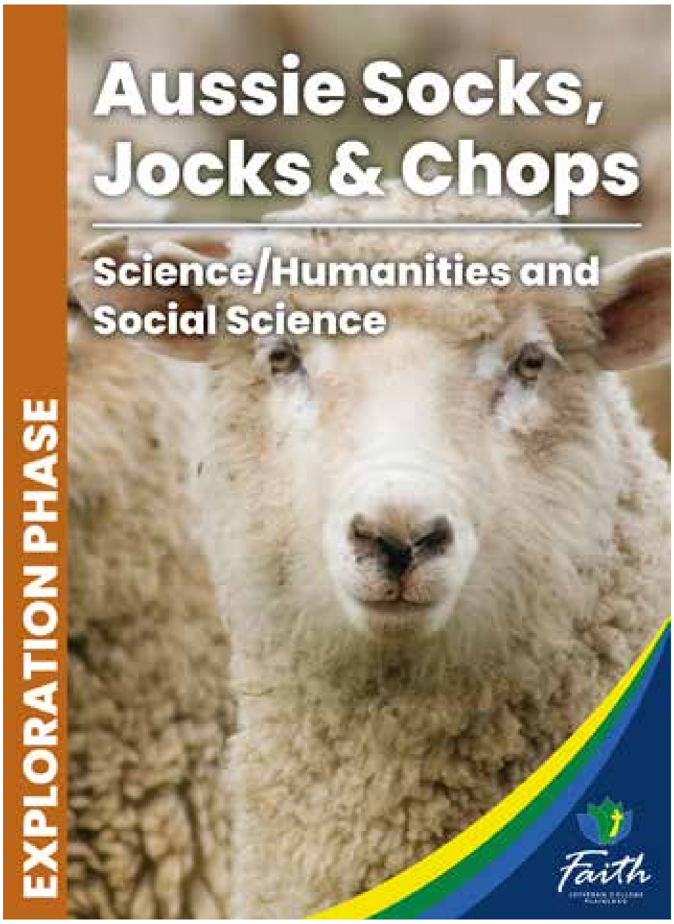
Key Learning Areas:

Science, Humanities & Social Science.

Assessment:

- Research Investigation
- Practical Portfolio
- Exam





Cross Curricular Electives

Business of Rugby Leadership

Course Overview:
This unit explores the art of leadership and leadership development in a sporting context, specifically the sport, rugby.

Through this course students will be exposed to the big business of high-performance rugby and on-field leadership development.

Students will analyse leadership structures and rugby movement concepts, evaluate decision-making using a cost-benefit analysis, and implement rugby technique and tactics in high-contact match and/or training conditions.

This course is suitable for any student who is interested in becoming an active member of the Faith rugby program, has an interest in improving their rugby skills and developing their leadership skills on and off the field.

Key Learning Areas:

Humanities & Social Sciences, Health and Physical Education, CS Curriculum Framework.

Assessment:

- Portfolio (Multi-modal, Investigation, Individual Skills Analysis)
- Ongoing Practical Assessment

CO_2 Drag Car Racing

Course Overview:
Students will design, build and race CO_2 powered dragster car using different methods.

During this course students will test a number of prototypes, refining their ideas and designs. These cars will be raced against each other/other schools.

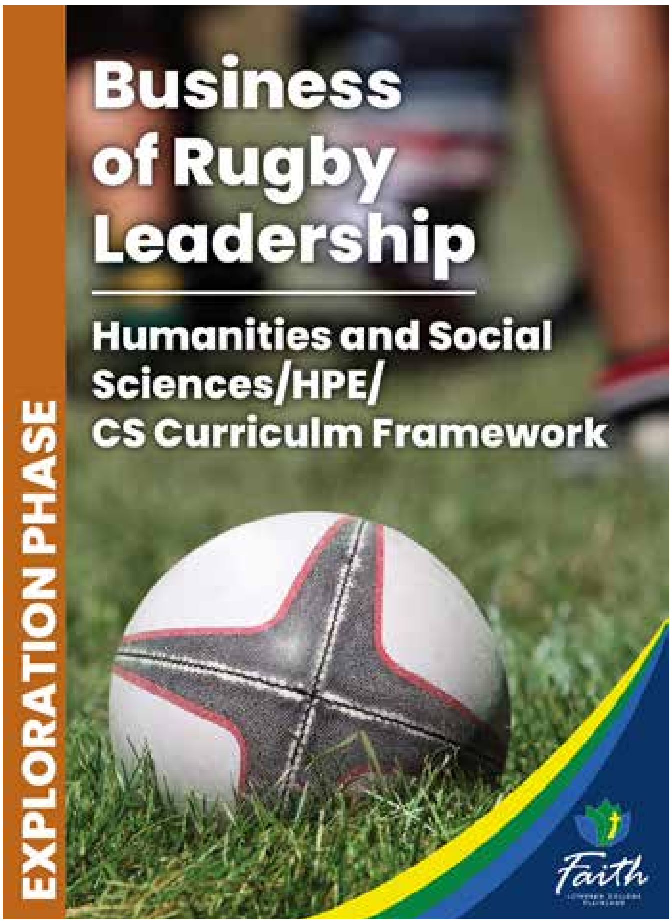
This course will incorporate a large amount of project-based learning grounded in the technologies and sciences and a practical application of maths.

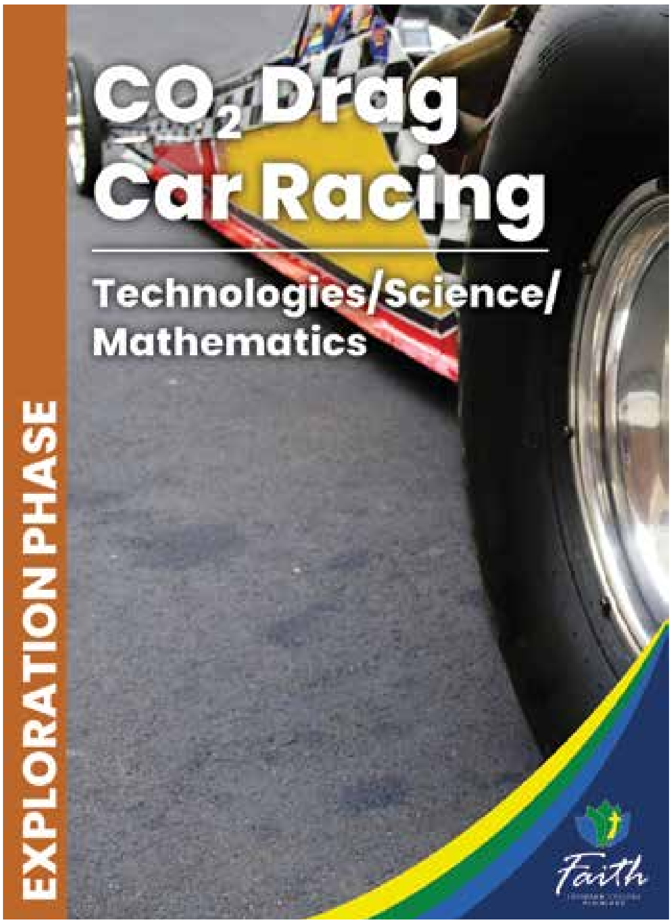
Key Learning Areas:

Technologies, Science, Maths.

Assessment:

- OneNote ongoing questioning
- Design and construction of completed project vehicle
- Reporting on race outcomes





Cross Curricular Electives

Community Agriculture

Course Overview:
This unit combines the modern agricultural science topics of plant and animal nutrition along with disease management.

Building on the tradition of self-sufficiency to meet a small community's fresh food needs, students will develop a community garden while exploring alternative food production methods such as hydroponics, aquaponics, and free-range egg production.

Key Learning Areas:

Science, Humanities

Assessment:

- Research Investigation
- Student Experiment
- Portfolio

Community Theatre

Course Overview:
Community Theatre is where creativity meets compassion! This unique subject combines Drama and Humanities to create powerful performances that make a real difference.

You'll collaborate to design, rehearse, and stage a production for a community group in need—whether it's bringing joy to children in hospital, uplifting those in respite care, or raising awareness about important issues.

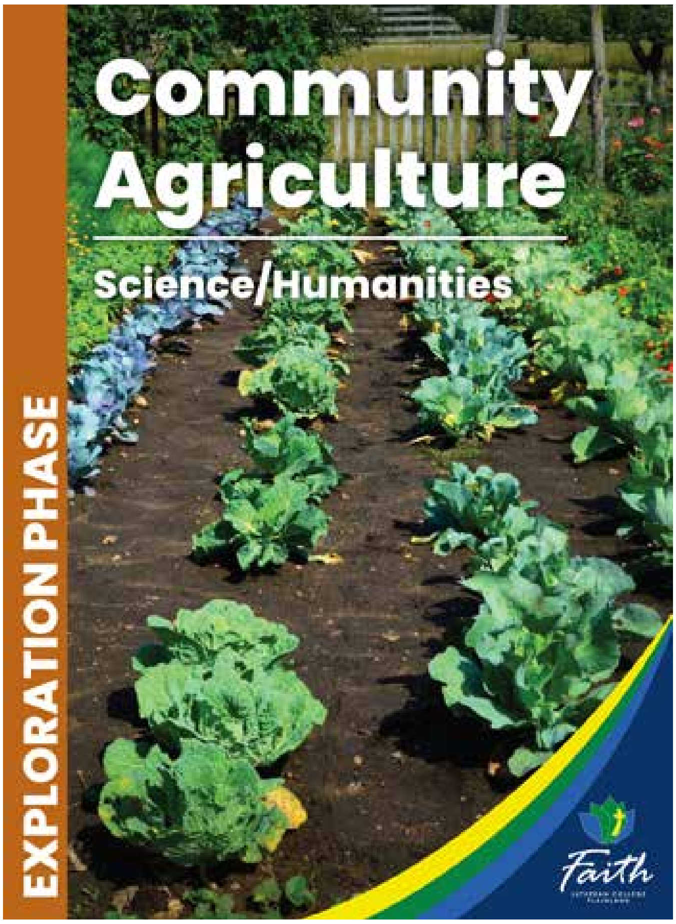
Along the way, you'll develop performance, storytelling, and teamwork skills while learning how theatre can inspire, heal, and connect people. If you're passionate about using the arts to create positive change, Community Theatre is your chance to make an impact!

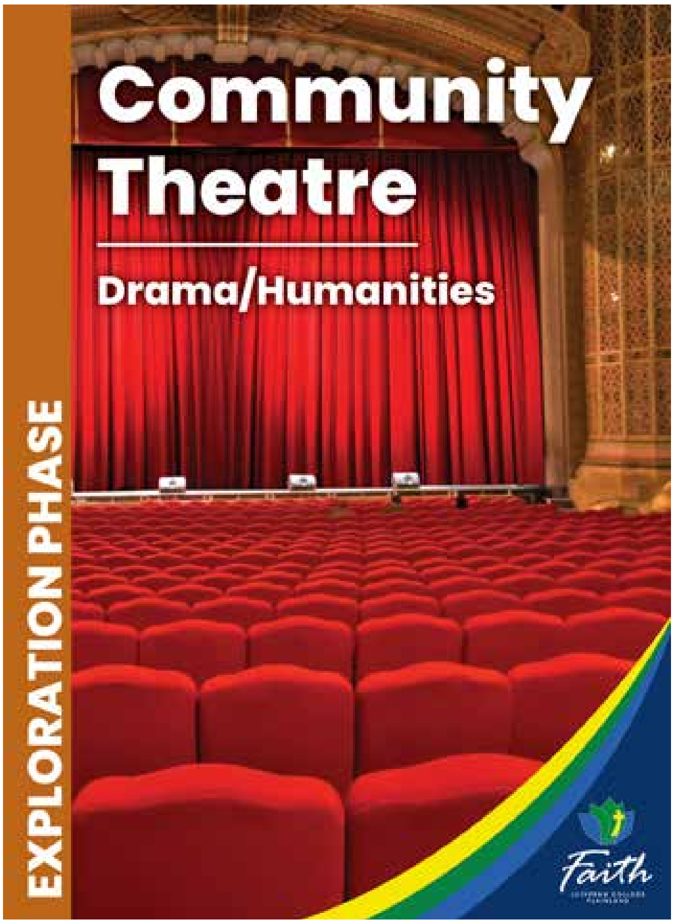
Key Learning Areas:

Drama and Humanities

Assessment:

- Community Needs Analysis Report
- Community Needs Production Plan
- Community Needs Promotion
- Community Needs Production
- Community Needs Reflection





Cross Curricular Electives

Conspiracy Theories

Course Overview:
Students will evaluate and investigate conspiracy theories and misinformation phenomena over time – including topics such as whether the moon landing was fake, the Illuminati's existence and Area 51 housing aliens.

They will be taught the skills to recognise the reliability of sources and information, with a focus on origin, perspective, context, audience, motive, and social impact.

Students will use the knowledge gained to create their own conspiracy theory and justify its potential for success

This course is considered a Humanities elective and satisfies the requirements to meet the demands of the Australian Curriculum.

Key Learning Areas:

English, Humanities & Social Sciences

Assessment:

- Source Analysis and evaluation
- Create own conspiracy theory

Craftsmanship with Timber

Course Overview:
Students will create specialised timber projects which incorporate traditional woodworking skills with the inclusion of mathematics required to calculate angles, lengths and areas.

This will extend on previous woodworking knowledge and will include more specialised construction processes with more complex jointing techniques and angles used.

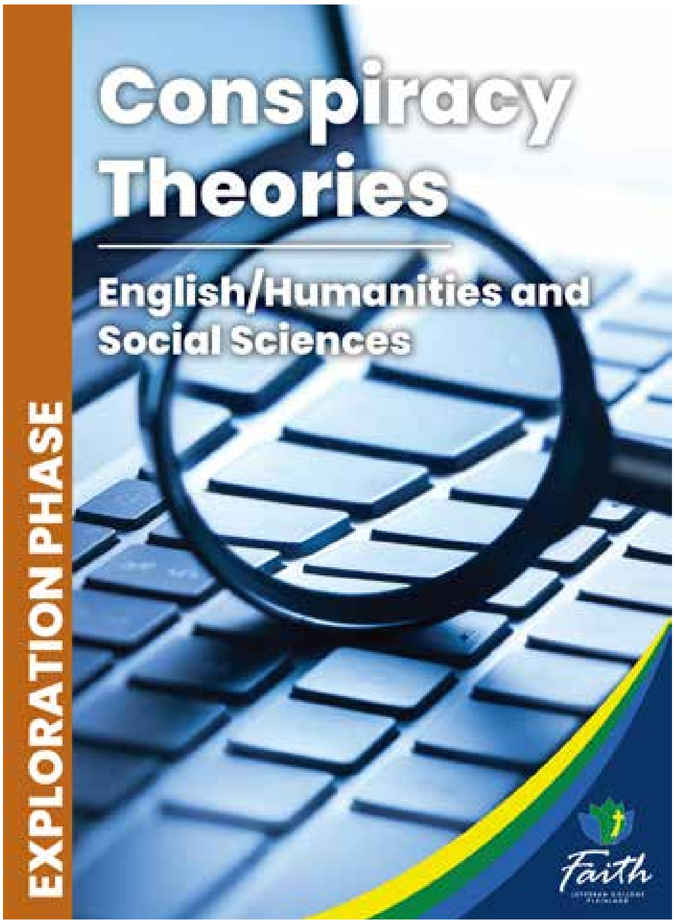
This is a course designed for those students who wish to take their craft to a new level, creating a piece of timberwork to be proud of.

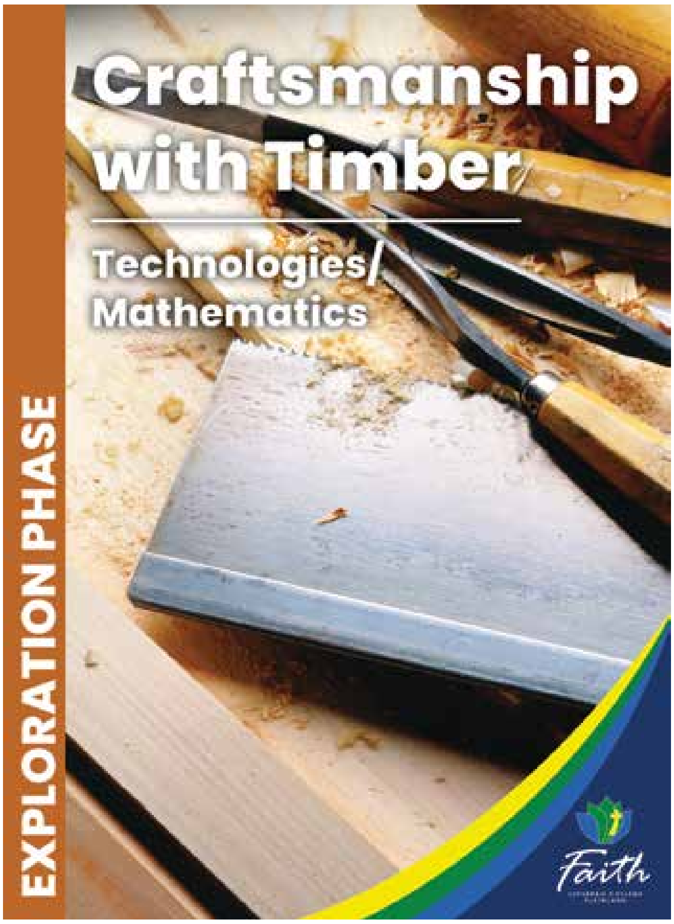
Key Learning Areas:

Technologies, Mathematics

Assessment:

- Design Production
- Finalised construction piece





Cross Curricular Electives

Dance Anatomy

Course Overview:
Based on the Queensland Ballet Dance Therapy course, *Ballet for Brain Injury*, students will study human anatomy, focussing on injury and disability. Students will apply their knowledge to develop a dance program providing support for a client with a particular long-term injury or condition, accommodating for their needs within a dance class setting.

Learning experiences throughout the semester include creating a research investigation, writing a dance lesson, implementing the dance lesson in a practical setting, and evaluating the success of this process in meeting the needs to the chosen client. In addition, students will have the opportunity to engage in a service learning experience whereby they use their developed dance program working with people in the community, for example, the Endeavour Foundation.

Key Learning Areas:

The Arts, English, Health & Physical Education, Science

Assessment:

- Research
- Dance Lesson Plan
- Teaching Session
- Evaluation and Reflection of Programme

Detective Investigations

Course Overview:
Through this course you will be exposed to the world of criminal investigations.

You will analyse real cases, learn how to conduct the various phases of investigations and prepare investigative reports.

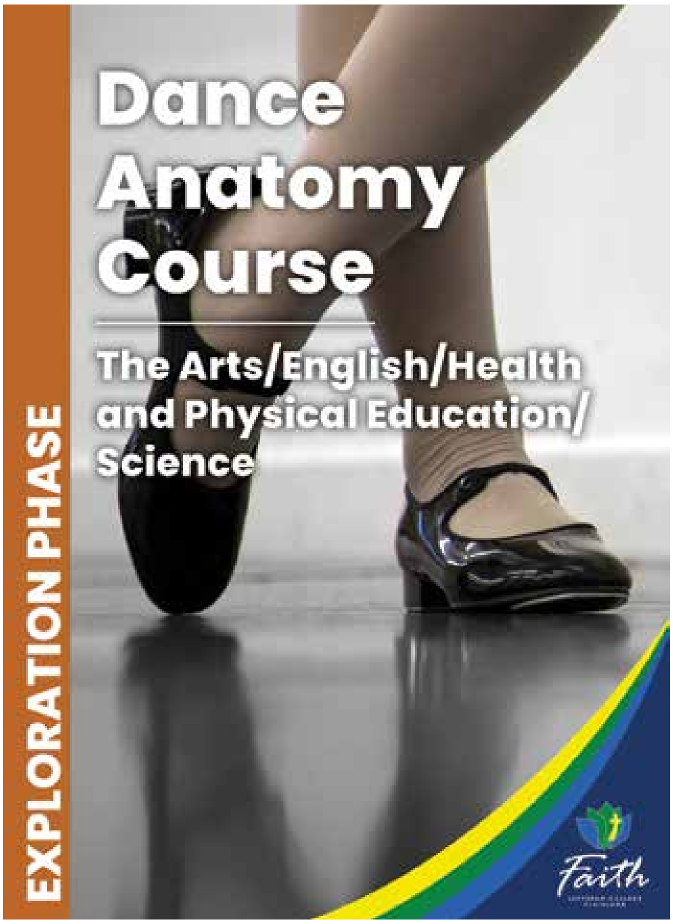
This course is suitable for any student who is interested in pursuing a career in law, policing, journalism, science, or any other industry in which the methodical analysis of information is needed.

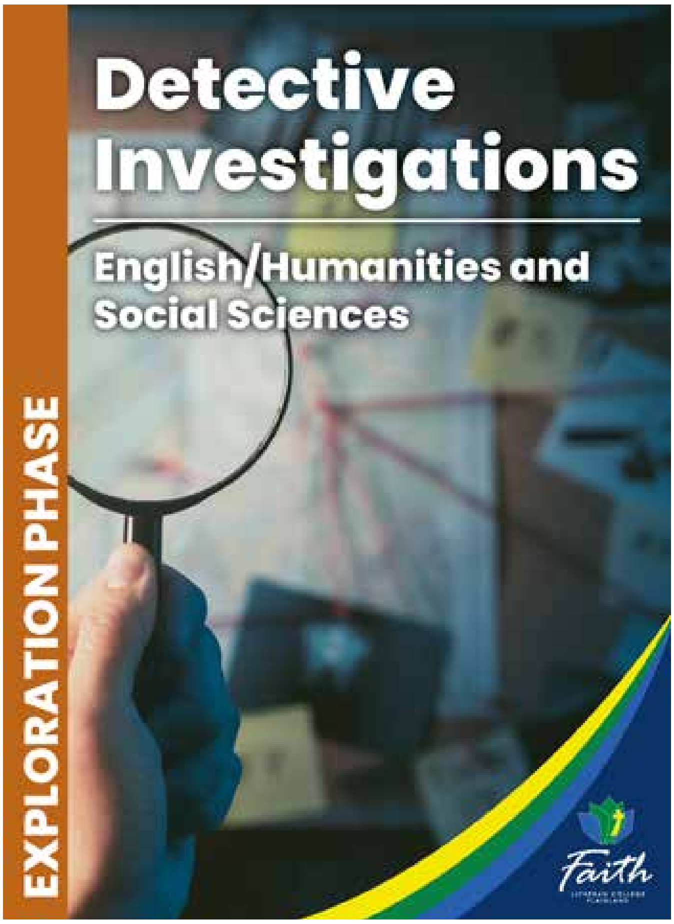
Key Learning Areas:

English, Humanities & Social Sciences

Assessment:

- Portfolio
- Brief of Evidence
- Review of Real Case





Cross Curricular Electives

Doomsday Prepping for Beginners

Course Overview:
Ever wondered how you can live more sustainably without giving up the things you love? In this course, you'll explore how suburban living can be more eco-friendly by tackling real-world challenges like food sustainability, green fashion, and eco-conscious construction.

You'll dive into current government policies and community initiatives aimed at reducing environmental impact while using inquiry-based learning to figure out how ethical consumption, waste management, and sustainable food sourcing can be applied in your own home.

Get hands-on with practical activities like growing your own food (#paddocktoplate), composting, upcycling fashion, and designing energy-efficient spaces that work with the climate. If you're ready to rethink the way we live and make a difference, this course is for you!

Key Learning Areas:

Humanities, Technologies

Assessment:

- Practical portfolio
- Research investigation

E-Sports

Course Overview:
E-Sports is an emerging industry and has a global reach, rivalling traditional sports.

In this course, students will develop an understanding of how e-sports differs from traditional sports. Students will investigate the gaming industry and its relationship with the evolving genres of e-sports that continue to develop. They will develop a shark tank style pitch to advocate for an e-sports facility at the college.

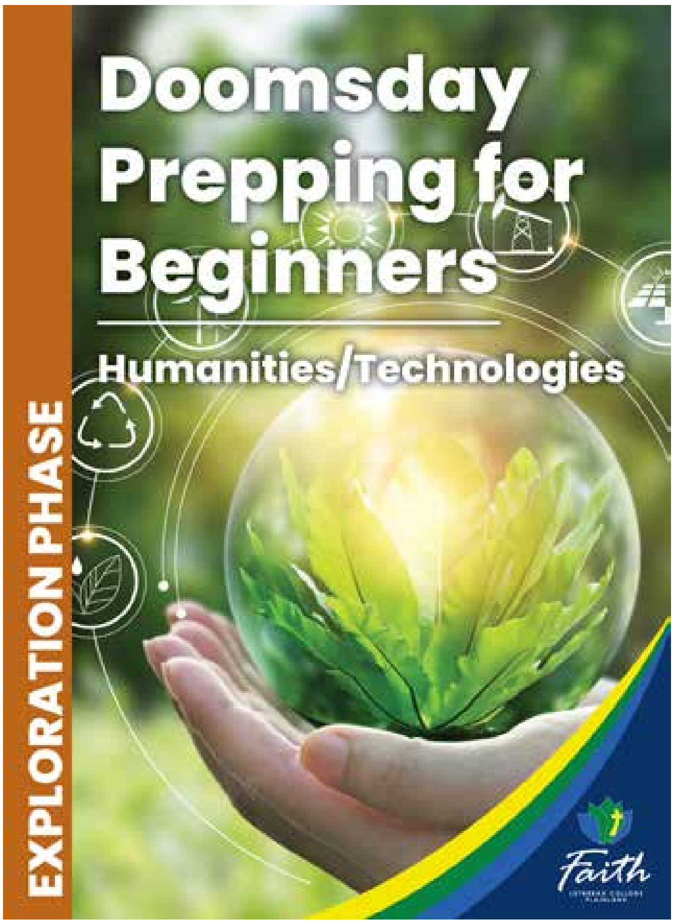
Students will also develop an understanding of the importance of health in an e-sports context, in addition to creating guidelines around ethical and responsible communication.

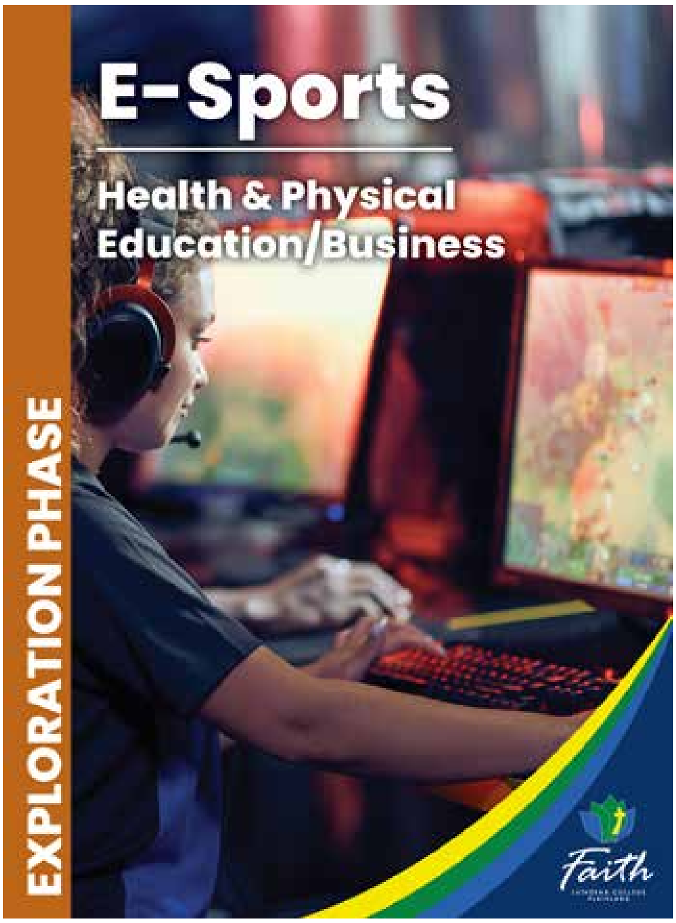
Key Learning Areas:

Health & Physical Education, Business

Assessment:

- Research Report
- Game Review
- Portfolio
- Business Plan





Cross Curricular Electives

Fashionably Furnished

Course Overview:
Fashionably Furnished is a course targeting students who have an interest in different aspects of design, including fashion design, interior design and product design.

Classroom tasks and assessment will feature a range of student centered, inquiry based practical tasks aimed at improving your understanding of key artistic design principles.

This course will encourage collaboration, problem-solving, critical thinking, and creativity as students identify, explore, and develop innovative solutions to a design problem of their choosing.

Key Learning Areas:

The Arts and Technologies

Assessment:

- Practical Portfolio
- Artwork Analysis
- Resolved Work or Product

Fuel for Sport

Course Overview:
We know that good food and nutrition is important to good health and wellbeing and provides energy for movement.

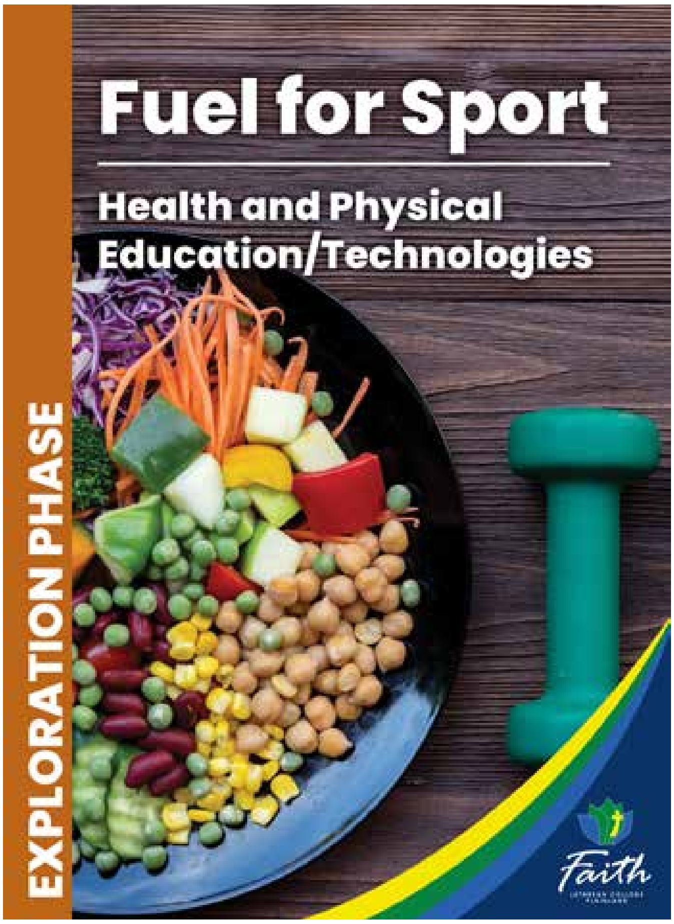
This course focuses on how we can best use these healthy choices of the food we eat to fuel our body for movement and then feed it in recovery. Without adequate nutritional preparation for sport and physical activity our performance can be negatively affected. Recovery nutrition is needed to adequately refuel and rehydrate our body, promote muscle growth and repair, improve adaptation from any training completed and support immune function.

Key Learning Areas:

Health & Physical Education, Technologies

Assessment:

- Scaffolded peer and self-evaluation
- Portfolio
- Multimodal Project



Cross Curricular Electives

Game Changers

Course Overview:
Game Changers mixes sport and history into a single unit that explores how sport has shaped our lives and countries.

This unit delves into the profound impact of sport on Australian society and culture. It explores the historical and contemporary significance of sport, focusing on influential sportspeople and events since 1900.

Students will gain a deep understanding of the legacy left by their favourite sportsperson or event, examining the transformative power of sport and its ability to shape societies, challenge norms, and inspire change.

This course is considered a Humanities elective and satisfies the requirements to meet the demands of the Australian Curriculum.

Key Learning Areas:

English and Humanities

Assessment:

- Magazine article
- Group Presentation

Game of Life

Course Overview:
Students will negotiate their way through life's challenges, using Maths to make smarter decisions and to guide thinking.

Solving problems like when is the best time to replace your car, how do you create a budget? When is it a good time to get a credit card? Students will live "their best life" through an avatar, and every two weeks tell the tale of the trials and tribulations of life.

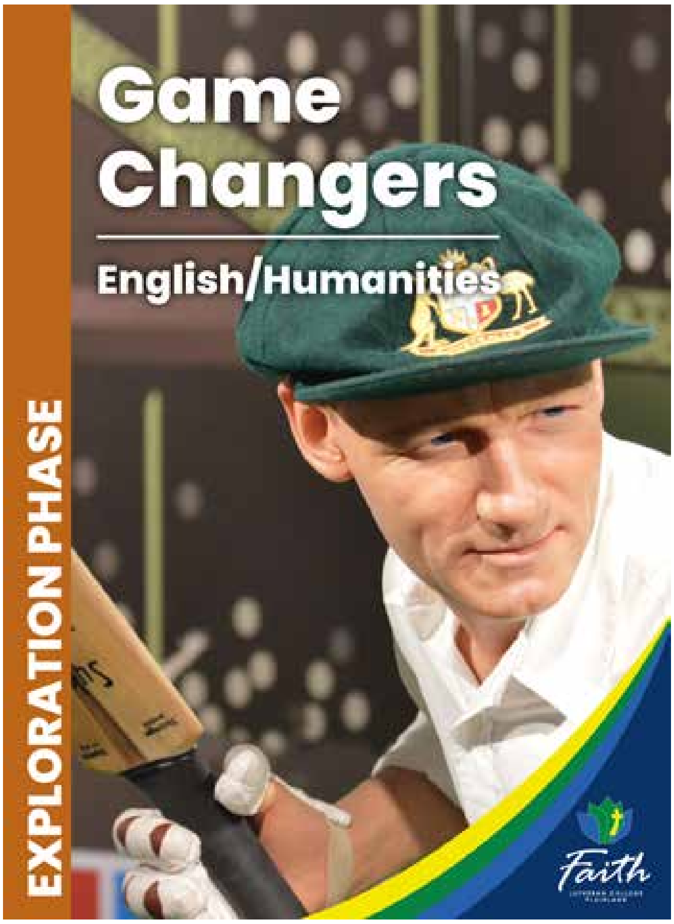
Through these tasks, we will tackle the social and emotional issues of resilience and building on their financial literacy.

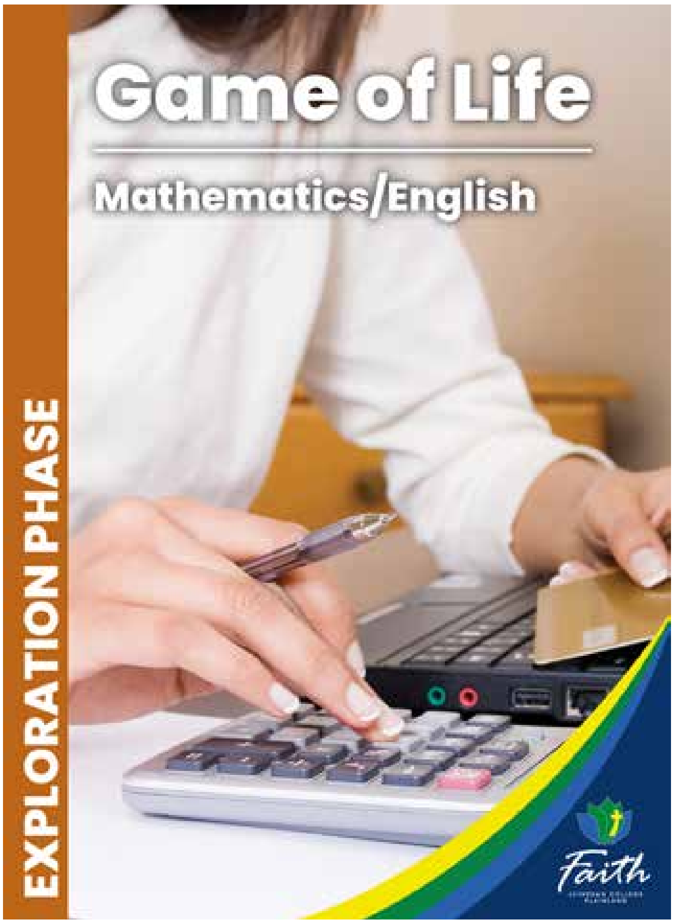
Key Learning Areas:

Mathematics, English

Assessment:

- Portfolio based
- Multimodal presentations
- Review of financial literature





Cross Curricular Electives

German 20th Century History

Course Overview:
Students will explore the politics, culture, economics, and social trends in Germany during the years of the Weimar Republic (1919 to 1933), WWI, WWII, the Holocaust, the Cold War and the rise and fall of the Berlin Wall.

Students will look at the period holistically analysing cause and effect, investigating the change and continuity throughout the period.

Students will reflect on the roles and responsibilities of individuals, groups, and nations when confronting the abuse of power, civil and human rights violations, and genocidal acts.

This course is considered a Humanities elective and satisfies the requirements to meet the demands of the Australian Curriculum.

Key Learning Areas:

Humanities & Social Sciences, Languages

Assessment:

- Story Map
- Analytical response

MindFIT – Health Advocacy

Course Overview:
Analysing contextual factors that influence community connection and wellbeing is a critical component of Health. Through this course you will be exposed to health-based theories. Models and frameworks appropriate to the 21st century.

Students will investigate current health patterns and trends, analyse societal issues amongst young adolescents, design action strategies and evaluate the effectiveness of solutions to challenges. Students investigate frameworks such as PERMAH and evaluate lifestyle activities such as guitar lessons, Pilates, taekwondo, watercolour painting and crafting as positive psychology strategies for wellbeing.

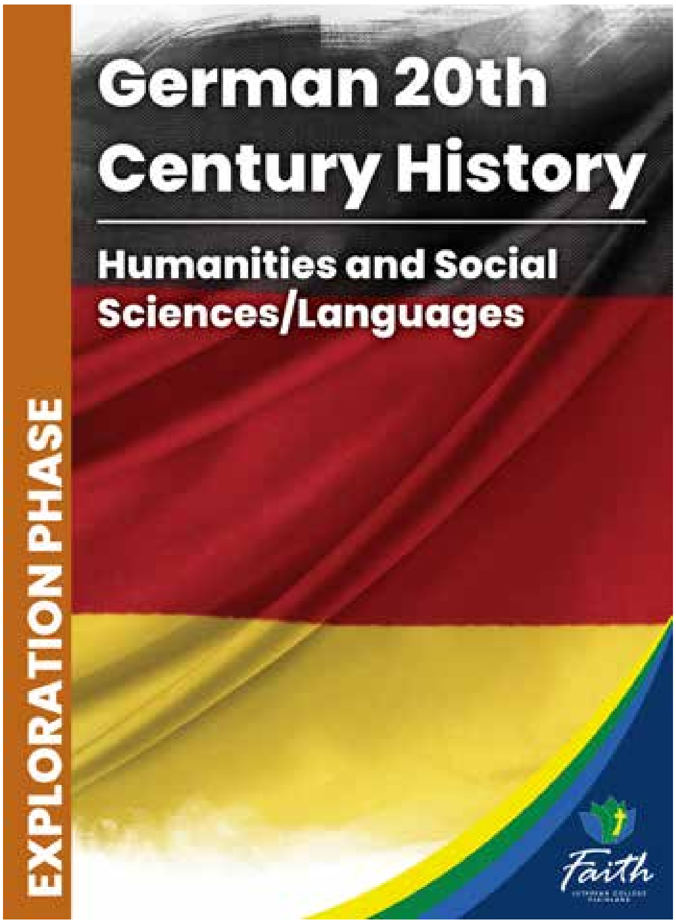
This course is considered a Humanities elective and satisfies the requirements to meet the demands of the Australian Curriculum.

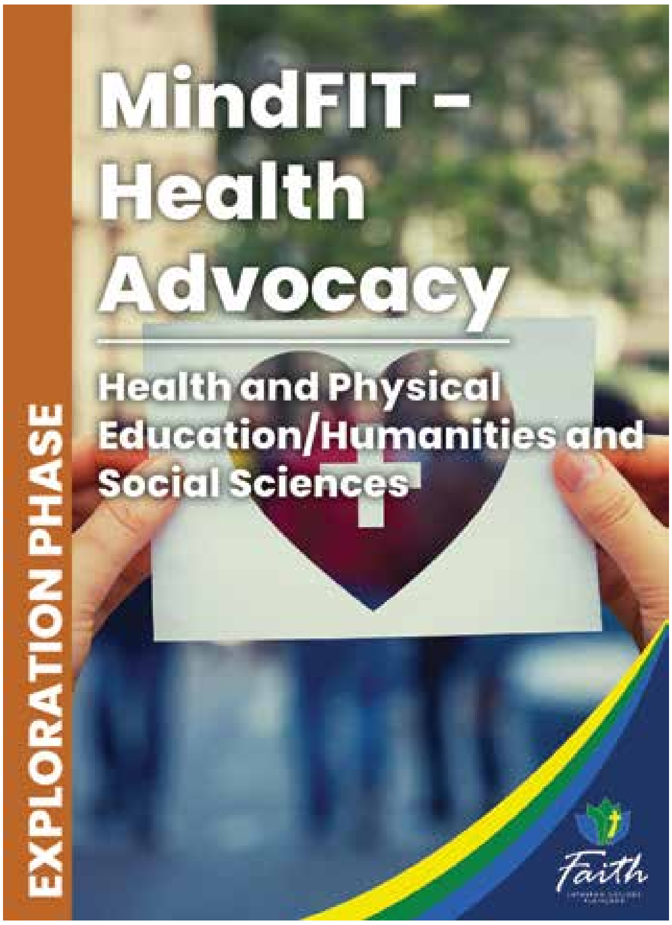
Key Learning Areas:

Health & Physical Education, Humanities & Social Sciences

Assessment:

- Portfolio (Theory and Practical)





Cross Curricular Electives

Mixtape Magic

Course Overview:
Mixtape Magic is an immersive and dynamic course that explores the captivating world of music videos.

Students will embark on a journey through a diverse range of music videos, examining their visual storytelling techniques, choreography, and musical elements. By analysing and drawing inspiration from these examples, students will develop their creative prowess in crafting their own mesmerising music videos.

They will dive into the process of music composition, choreography, filming, and packaging, honing their skills in each aspect of production. Through collaborative teamwork and individual exploration, students will bring their artistic visions to life, creating compelling music videos that harmoniously blend music, dance, and visual storytelling.

Mixtape Magic is where imagination meets rhythm, offering an exciting opportunity for students to become music video maestros.

Key Learning Areas:

Media Arts, Drama, and Music

Assessment:

- Music Video: Students will work collaboratively to create a Music Video (including original song and choreography).
- Evaluation: Students will reflect on their music video and evaluate the production process.

Photography

Course Overview:
Learn how to compose, create and process photos that make everyone stop and look. Using a smart phone or DSL camera you will learn about composition techniques, camera settings and editing to create amazing photos with a camera and incredible composite images using Photoshop.

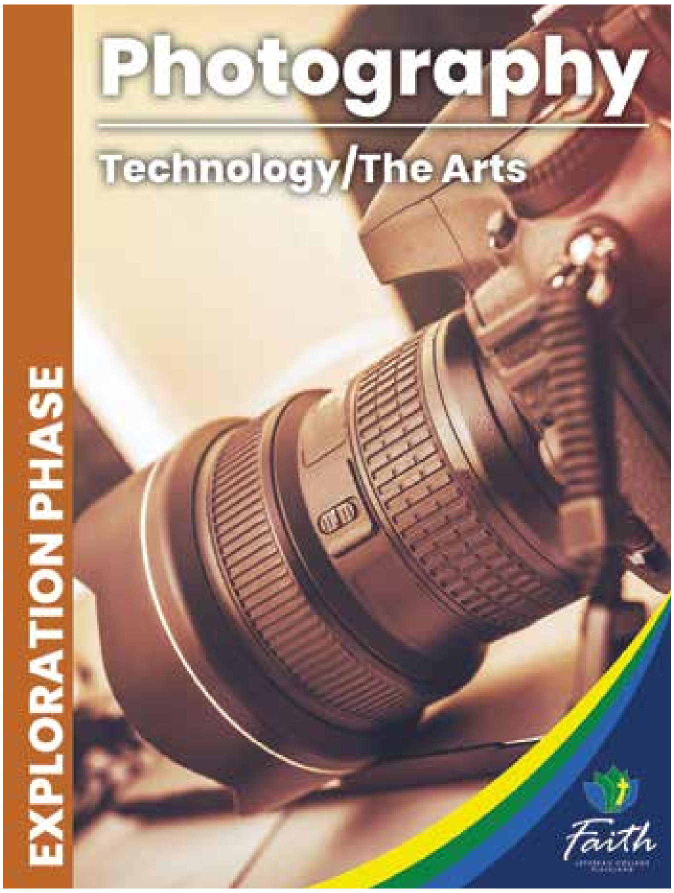
Explore the careers and analyse the style of great photographers and investigate the world of camera technology. Look into the history of photography to develop a sense where this field of art and technology will takes us in the future.

Key Learning Areas:

Technology, The Arts

Assessment:

- Photography Portfolio
- Investigation/ Presentation
- Composite project
- Photographer Profile



Cross Curricular Electives

Play Your Part in the Arts

Course Overview:
Play Your Part in the Arts is a course that delves into the disciplines of Media, Music, Drama, and Visual Art.

Students will have the opportunity to choose a discipline for assessment while collaborating on a collective film production. Film students will handle filming and editing, drama students will perform, music students will create the soundscape, and visual art students will contribute storyboarding and promotional imagery.

Through practical activities and theoretical discussions, students will develop skills, appreciate interconnections between art forms, and explore the profound impact of the arts on society.

Key Learning Areas:

English, Media Arts, Drama, Music

Assessment:

- Pre-Production Planning
- Production
- Reflection

Preparing for a Trade

Course Overview:
Preparing for a Trade has a strong focus on the Construction industry. Students can choose to design a home to achieve carbon neutrality or a sustainable home for extreme weather events, some students enjoy the challenge of doing both. This design incorporates traditional, contemporary and emerging technology and building materials. From this they workout the amount of material they would use to build their design.

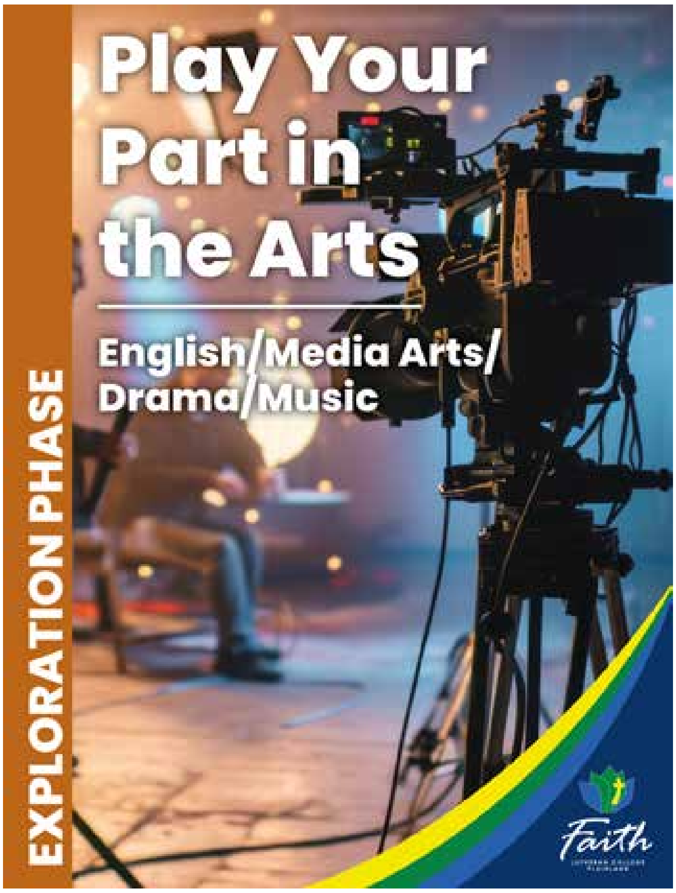
From here, in a group they build a scaled down prototype of a design. Finally, they put together the learnt knowledge from the research behind their house design, materials and technology they propose to use into a report and multimodal presentation.

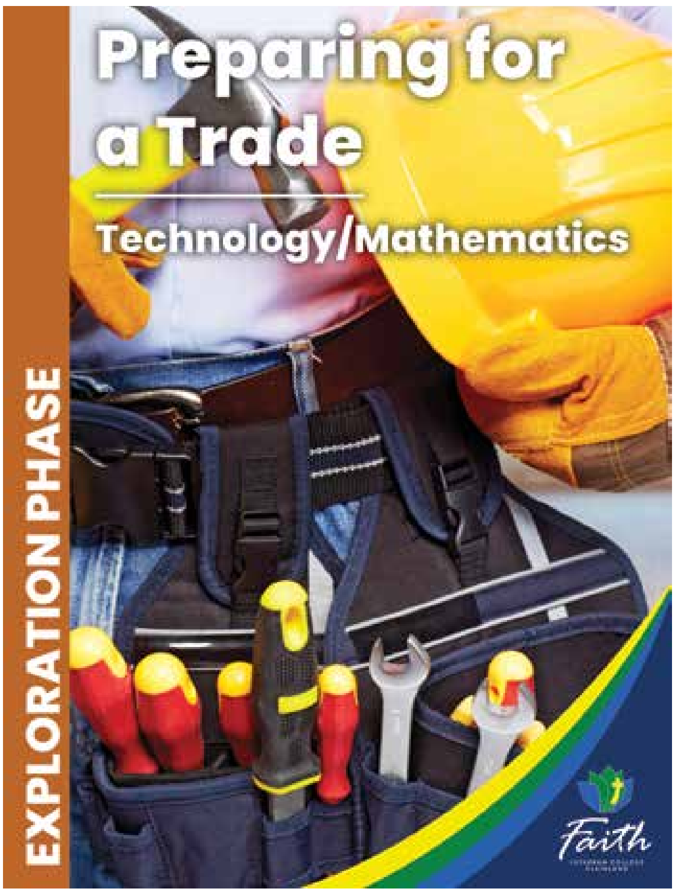
Key Learning Areas:

Technology, Mathematics

Assessment:

- Portfolio tasks
  - Research and design
  - Scaled prototype
  - Multimodal presentation





Cross Curricular Electives

Pure Maths

Course Overview:
This course aims to empower students to be confident communicators and creative users of mathematics, to develop an increasingly sophisticated understanding of and fluency with mathematics, and to acquire additional mathematical knowledge and skills that lead to further study in mathematics.

This course is designed to supplement the traditional math curriculum, being studied in addition to mainline mathematics pathway. It is ideal for students with a career path in areas such as engineering, computer science, medical & health sciences, or business.

Key Learning Areas:

Mathematics

Assessment:

- Formal Examinations

Real Estate Matters

Course Overview:
TV shows such as 'The Block' and 'Selling Houses Australia' have presented renovating and making money out of real estate as a way of life for many Australians.

You will use real life land and house examples to help conduct the various phases of the course. You will also learn a range of modes and text structures and will use a range of software to develop an effective and persuasive advertising campaign.

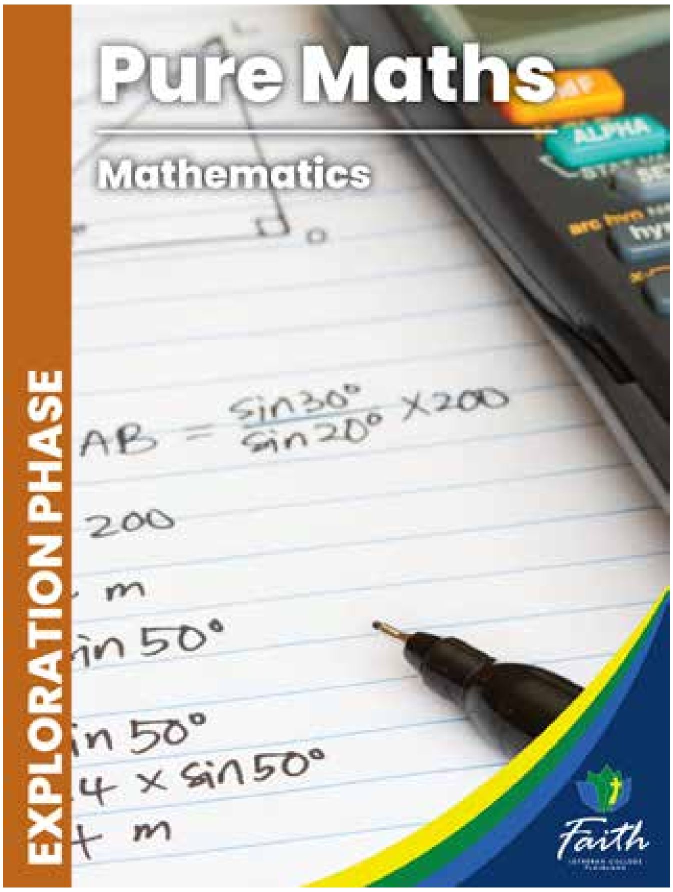
Guest speakers from the industry will help students develop a deeper understanding of real estate and its role in society.

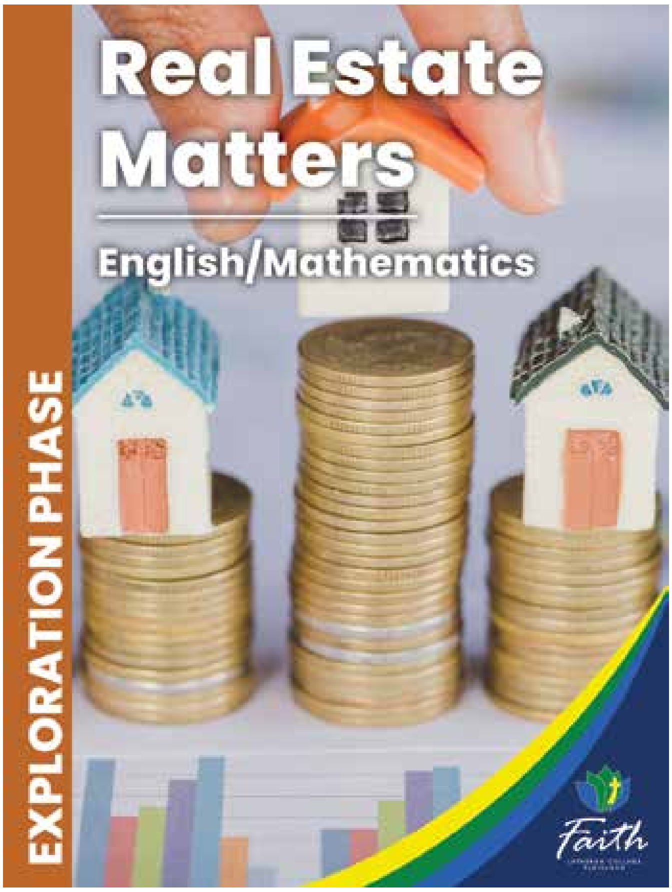
Key Learning Areas:

- English, Mathematics

Assessment:

- Math tasks (Property appraisal and adding value to a property)
- English Task (Multimodal advertising campaign)





Cross Curricular Electives

Remote Control Model Building

Course Overview:
Students will be able to cut out components for a remote-control model using the laser cutter and then spend time assembling this model, learning hands on woodworking and design skills as they build and modify their model.

Students will learn through project-based approach, developing and fine tuning their remote control system throughout the Unit. They will be required to undertake some mathematical calculations and identify constraints or improvements for their project.

Key Learning Areas:

Technologies, Science, Mathematics

Assessment:

- OneNote ongoing questioning
- Design and construction of completed project boat to be evaluated.

Robot Revolution

Course Overview:
Has Skynet become self-aware? Take a deep-dive into all things robotic in this unit. Consider how robots are portrayed in the media and how robots are used to further scientific research before designing and programming your own robot. No prior knowledge is required.

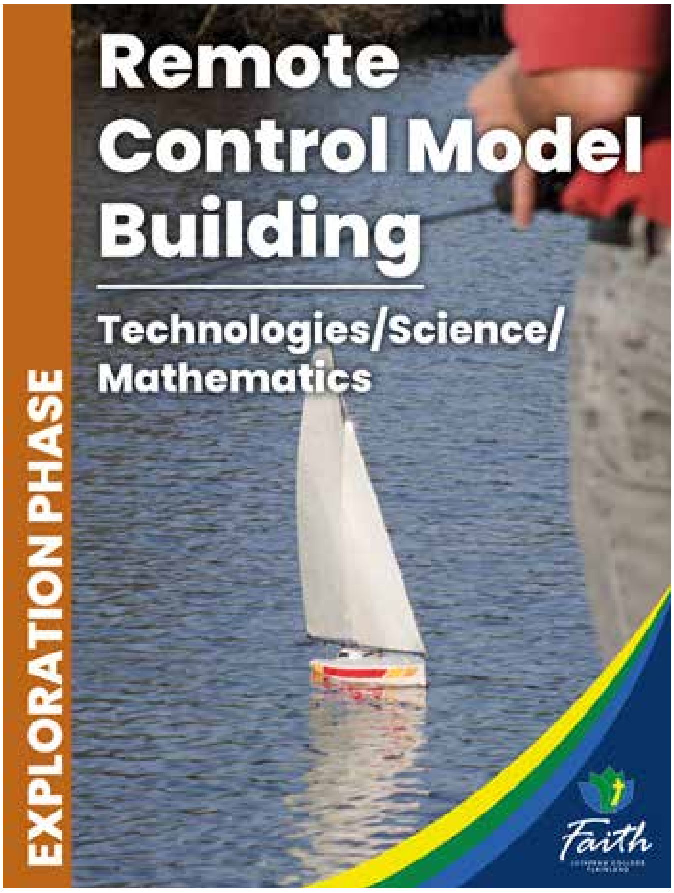
Robotics will impact every sector of the Australian economy and have the potential to achieve enormous social and environmental good. Creating robotic technologies will lead to the jobs of the future through creating new possibilities.

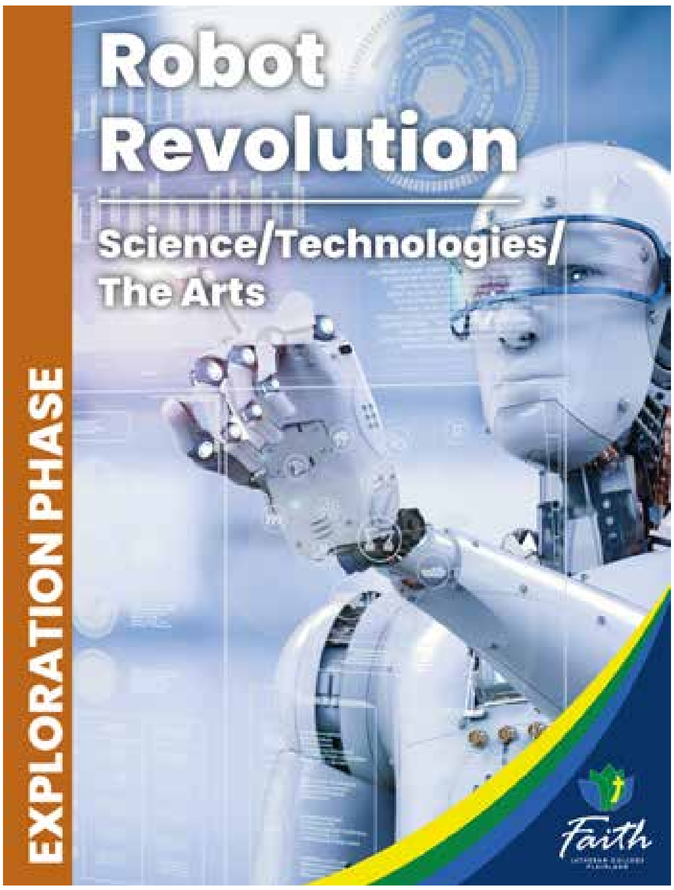
Key Learning Areas:

- Science, Technologies, The Arts

Assessment:

- Technology Skills - Portfolio
- Science Skills - Investigation
- Arts Skills - Media Creation





Cross Curricular Electives

Send in the Drones

Course Overview:
This unit is all about drones.

Technological advances lead to change throughout society. Learn how to fly and program a drone safely. Explore competitive drone racing. Use a drone in the name of music and science!

To achieve this, students will create an hypothesis and gather data using a drone. They will then explore music and learn to fly in sync with the music.

Get on board the drone revolution and learn how to fly, race and code a drone.

Key Learning Areas:

Technologies, Science, The Arts, English

Assessment:

- Portfolio
- Investigation
- Musical Performance

Show Me the Money

Course Overview:
Do you want to live to work or work to live? Being financially independent requires an understanding of money management, investing and maximising systems such as superannuation. Through this course, you will design a personal plan to reach financial independence using a range of strategies for producing income and reducing expenses, including those that don't rely on trading your time for money.

You will build your foundational cash flow management skills and behaviours, set goals relative to each stage of life, evaluate property, cryptocurrencies, business ownership and share market investment strategies to decide which might be right for you. You will also experiment with Australian sharemarket investing through a simulated game that comes with a chance to win prizes!

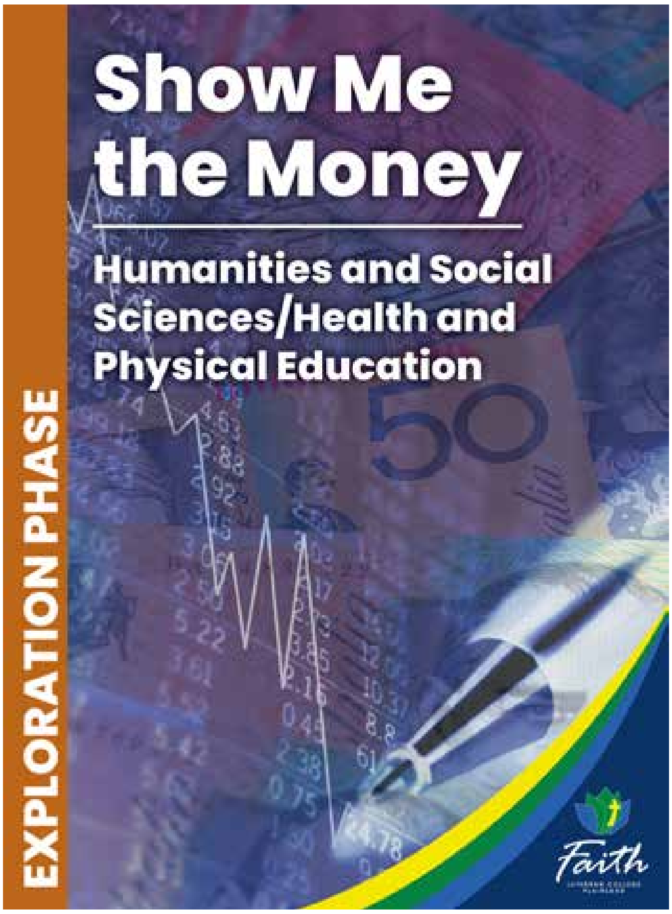
This course is considered a Humanities elective and satisfies the requirements to meet the demands of the Australian Curriculum.

Key Learning Areas:

Humanities & Social Sciences, Health & Physical Education

Assessment:

- Portfolio
- Personal Financial Independence Plan



Cross Curricular Electives

Stories in Motion

Course Overview:
Students will explore the powerful combination of storytelling through both the written word and the art of dance.

They will engage in a creative process that involves developing descriptive and figurative language skills, crafting original short stories, and then translating those stories into choreographed dances.

By integrating English and Dance, students will enhance their abilities in creative writing, choreography processes, exploration of movement, and dance performance skills. They will also develop a deep understanding of the power of storytelling through multiple art forms.

This interdisciplinary approach encourages creativity, collaboration, and critical thinking, fostering a well-rounded understanding of the expressive arts.

Key Learning Areas:

The Arts, English

Assessment:

- Creative writing skills portfolio
- Short Story
- Dance Choreography & Written Statement

The Birds and the Bees

Course Overview:
This unit explores reproductive strategies of both plants and animals that maximise output whilst minimising input. Concepts such as selective breeding, hybrid vigour, asexual reproduction, cross breeding, reproductive technologies and genetic modification are explored within the context of sheep, poultry and vegetable production.

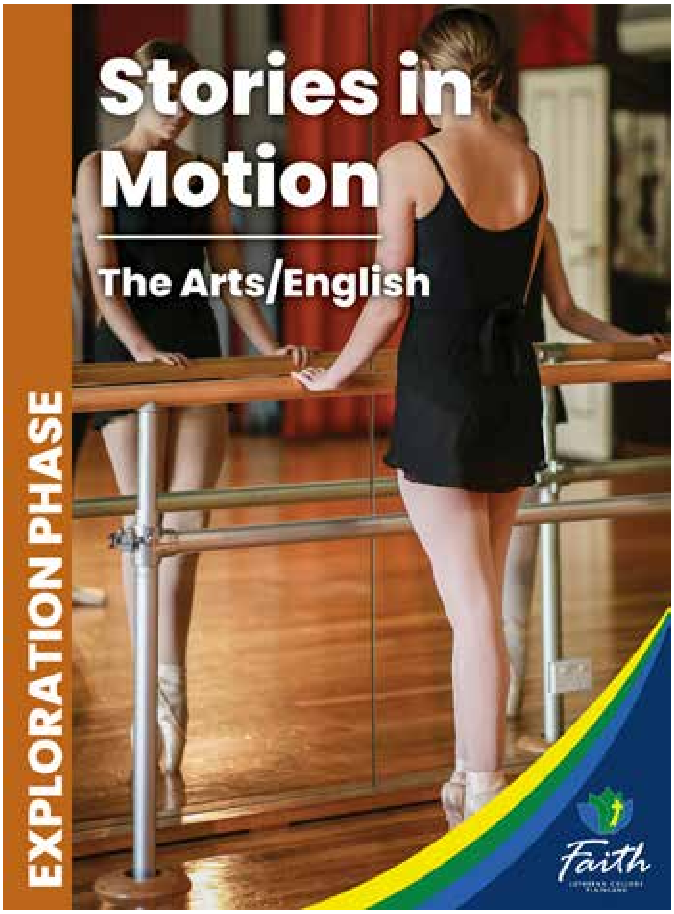
Students will conduct research to investigate poultry production as well as learn basic husbandry practices of sheep. Students will also conduct plant cultivar trials to compare traits of popular crop varieties and evaluate them for their production and taste qualities.

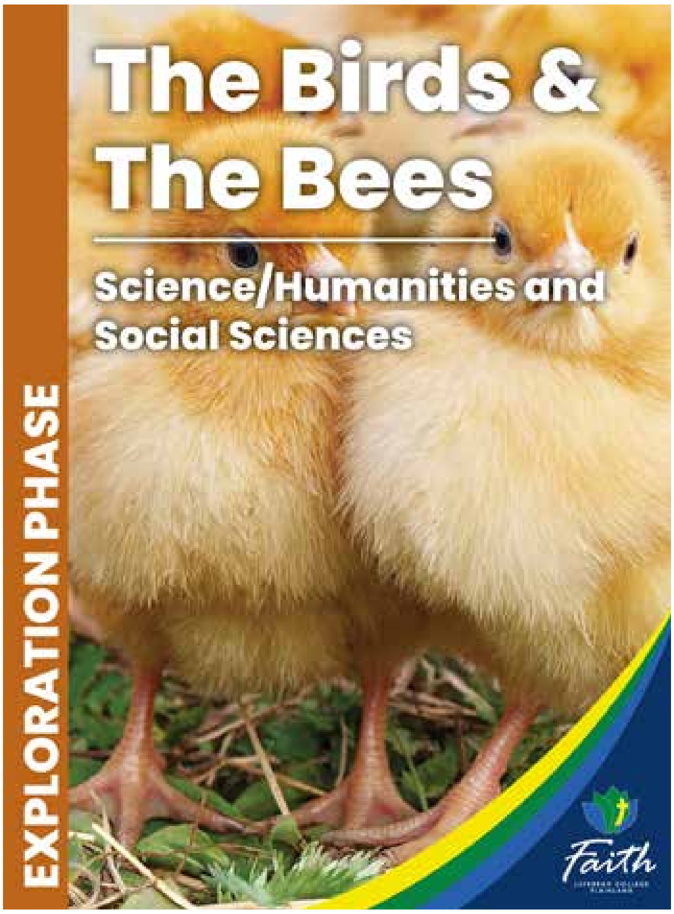
Key Learning Areas:

Science, Humanities & Social Sciences

Assessment:

- Exam
- Practical Portfolio
- Research Investigation





Cross Curricular Electives

Wrath of the Horse Lords

Course Overview:
This course provides an in-depth exploration of the rise and fall of the Mongol Empire, one of the most significant empires in world history.

Students will delve into the origins of the Mongols, the rise of Genghis Khan, and the empire's expansion across Asia and Europe. They will examine the Mongols' military tactics, administrative systems, and cultural interactions with conquered societies.

Through the study of key events such as the conquest of China, the invasion of the Khwarazmian Empire, and the succession of Kublai Khan, students will analyse the factors contributing to the empire's remarkable growth.

Additionally, they will critically evaluate the causes and consequences of the empire and explore its lasting impact on the regions it once ruled.

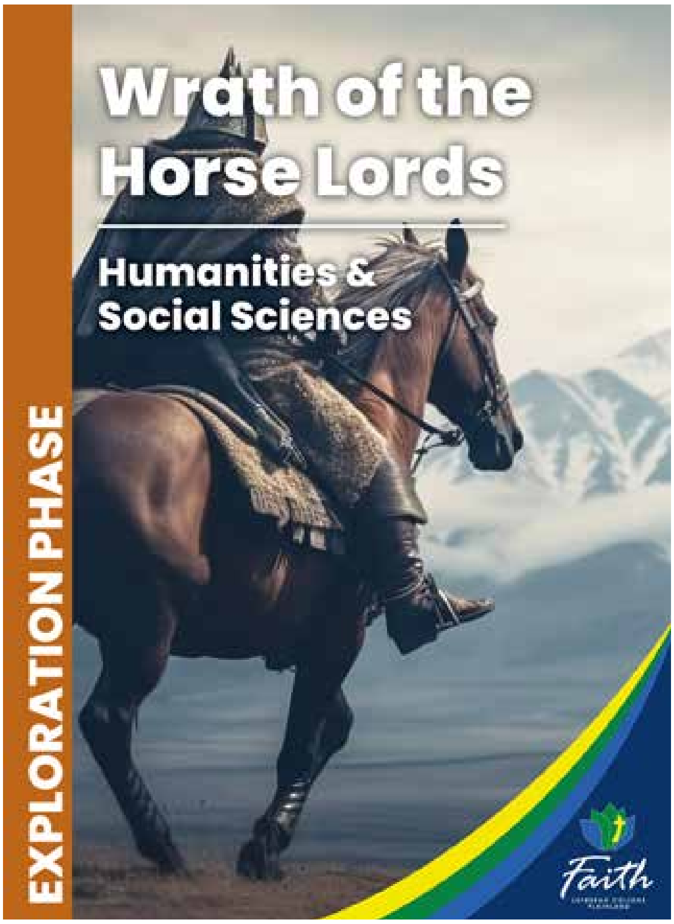
This course is considered a Humanities elective and satisfies the requirements to meet the demands of the Australian Curriculum.

Key Learning Areas:

Humanities & Social Sciences

Assessment:

- Short Response Task
- Historical Essay



Vocational Education and Training (VET)

Faith Lutheran College is a Registered Training Organisation (RTO 30698) offering both internal and external courses (from external RTOs) delivered by our fully registered teachers and trainers.

To access an external course, students must have school fees up to date or an approved payment plan in place with the College by their parent or carer.

Internal RTO courses

- Certificate II in Automotive Vocational Preparation (AUR20720)
- Certificate II in Construction Pathways (CPC20220)
- Certificate II in Engineering Pathways (MEM20422)

External RTO courses
(Only one Cert II Qualification can be VETiS Funded)

- Certificate II in Health Support Services & III in Health Services Assistance (HLT23221 & HLT33115)
- Certificate II & III in Hospitality (SIT20322 & SIT30616)
- Certificate II & III in Rural Operations (AHC21216 & AHC32822)
- Certificate II in Sports Coaching (SIS20321)
- Certificate II in Sport and Recreation (SIS20122)

External RTO (Fee for Service only)

- Diploma of Business (BSB50120)
- Certificate II in Electrotechnology - Career Start (UEE22020)
- Certificate III in Fitness (SIS30321)
- Certificate III in Sports and Recreation (SIS30115)

Units of competency in all qualifications are subject to change due to industry demand and are reflective of current practices at time of printing.

To successfully achieve any vocational qualification, students must demonstrate the required performance and knowledge competence in all units of competency within the qualification. Completing any qualification does not guarantee that the student will get employment within that industry.

Certificate courses will only be offered if minimum enrolment numbers are reached and the appropriate physical and human resources to deliver the course under AQTF guidelines are met. Furthermore, each course has its own maximum enrolments due to WHS guidelines.

Vocational Education and Training (VET)

Vocational Education and Training in Schools (VETiS) Funding

Students undertaking a VET qualification that is funded by the VET Investment Budget, can complete one employment stream qualification at the Certificate I or II level on the Priority Skills List. Nationally recognised qualifications are developed by industry to give people the knowledge and skills they need to work in a particular job.

Students can undertake VET at school:

- as part of their school studies - delivered and resourced by a school registered training organisation (RTO) (Not VETiS Funded) Automotive, Construction, Engineering
- by enrolling in a qualification with an external RTO - funded either by VETiS or through fee-for-service arrangements i.e. where the student or parent pays for the qualification: Electrotechnology, Health, Rural Operations, Hospitality (only one of these is funded, additional courses can be selected as Fee for Service).

Qualification	RTO	VETiS Capable	Fee for Service (Cert III) extra above Cert II
Certificate II Automotive	Faith Lutheran College	na	$0
Certificate II Construction	Faith Lutheran College	na	$0
Certificate II Electrotechnology	Axial	No	$1000
Certificate II Engineering	Faith Lutheran College	na	$0
Certificate II Sports Coaching	Binnacle	Yes	$265
Certificate III Fitness	Binnacle	No	$100
Certificate II Health Support Services	Connect and Grow	Yes	$1000
Certificate III Health Services Assistance	Connect and Grow	No	$500
Certificate II Hospitality	BluePrint	Yes	$1260
Certificate III Hospitality	BluePrint	No	$340
Certificate II Sport and Rec	Binnacle	Yes	$265
Certificate III Sport and Rec	Binnacle	No	$100
Certificate II Rural Operations	SDS	Yes	$1500
Certificate III Rural Operations	SDS	No	$800
Diploma of Business	Axial	No	$2800
Certificate II Work skills	Binnacle	No	$225
Barista	Axial	No	$250
White Card*	BlueDogs	No	$100
First Aid **	Surf Lifesaving Australia	No	$45

*This price is in addition to students using their VETiS funding. See the VET Manager for further clarification for upfront costs if using VETiS funding on a different subject.

Please contact the VET Manager for current pricing for these courses. *(Prices correct as at March 2025)*

Working While I Achieve My QCE

QCE

External Study/ Training (ET)[1]

Get Paid? No
Sign off: FLC / Parents / RTO
Get a Qualification: Yes
Timing: Not specified
QCE Points: Potentially

Work Experience Opportunities (WEO)[2]

Get Paid? No
Sign off: FLC / Employer / Parents
Get a Qualification: No
Timing: Maximum 30 days per year
QCE Points: No

School Based Traineeship (SBT)

Get Paid? Yes
Sign off: FLC /Employer / Parent / AASS
Get a Qualification: Yes
Timing: Minimum of 50 days per year
QCE Points: Potentially

Casual/ Part-Time Work[3]

Get Paid? Yes
Sign off: None
Get a Qualification: No
Timing: Legal maximums apply
QCE Points: No

School Based Apprenticeship (SBA)

Get Paid? Yes
Sign off: FLC /Employer / Parent / AASS
Get a Qualification: Yes
Timing: Minimum of 50 days per year
QCE Points: Potentially

Things to consider: →

QCE - how will I include this and still achieve my QCE?

Transport - how will I get there? How will I get home?

AASS - Australian Apprentice Support Service provider

For more information, come and see the VET Manager and/or the Careers Advisor

For more information, visit:
www.qld.gov.au | www.business.qld.gov.au | www.education.qld.gov.au

[1] *Can be online, in person or hybrid. Will probably be Fee-for-Service.*
[2] *Need Risk Assessment. Not with immediate family.*
[3] *Cannot be during school hours (8am-4pm) on a school day.*
Maximum hours: on a school day - 4 hours; on a non-school day - 8 hours;
during a school week - a total of 12 hours; during a non-school week - a total of 38 hours.

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