

# HEATLEY SECONDARY COLLEGE



## **Year 9 & 10 Subject Selection Guide 2026**

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**Heatley Secondary College acknowledges the Traditional Owners of the land on which our College was built in 1968, the Wulgurukaba People.**

The Wulgurukaba people call their country “Gurrumbilbarra” Wulgurukaba meaning “canoe people”. An important symbol of the Wulgurukaba people is the Carpet Snake.

Wulgurukaba’s creation story tells the story of the creation snake that came down from the Herbert River, went out to sea creating the Hinchinbrook Channel, and continued down to Palm and Magnetic Islands. The snake’s body broke up leaving parts along the coast: the tail of the snake is at Halifax Bay, the body is at Palm Island, and the head rests at Arcadia on Magnetic Island.

We also acknowledge the Bindal People as the traditional owners of the neighbouring land on the southern banks of the Ross River. The Bindal people call the country “Thul Garrie Waja”. An important symbol for the Bindal people is the shooting star. They believe that wherever the star fell, or the direction the star fell in, meant there was either danger coming or that someone from that direction was in need of help, or in danger.

We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia’s cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

We are committed to delivering aspirational, educational, economic and social outcomes for Aboriginal and Torres Strait Islander peoples.

We all have a role in creating workplaces, schools and communities that value, support, and uphold the rights of Aboriginal and Torres Strait Islander peoples.

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## Introduction

Heatley Secondary College's Year 9 and 10 curriculum reflects our commitment to providing all students with the opportunity to engage in a course of study which meets individual needs and interests, supports their aspirations and provides a pathway for their future.

In Years 9 and 10 students have the opportunity to become more active participants in their subject choices through their elective subject selections.

The selection of elective subjects needs to be an informed decision. Curriculum decisions they make now will not only lead to a range of exciting Senior School possibilities, it will lay the foundation for future career pathways.



Heatley Secondary College's Vision, *Our Future is our Focus* shapes every aspect of College life.

Our commitment is to ensure all students have access to meaningful curriculum pathways leading to future career choices, and to support them to achieve their personal best and realise their dreams.

This *Years 9 and 10 Subject Selection Guide* is intended to supplement the information contained in our *Enrolment Information Booklet*. It relates directly to the Curricular and Co-Curricular opportunities for students in Years 9 and 10.

## Choosing Elective Subjects

Decisions about electives to study are important. They may directly affect your success with the subject. They may also impact on your career plans for when you leave school.

Choose subjects:

- ☺ You enjoy
- ☺ You do well at
- ☺ That will help you achieve your chosen career goals or will keep options open

This may sound easy but it involves a lot of thought and discussion. Never assume you know all about a subject at a higher year level because you have done that subject before.

To find out about any subject:

- Ask the teachers of that subject
- Look at the books and materials on the subject
- Read about the subject in booklets provided
- Listen to what is said about the subject in class, or at subject information sessions

## Guidelines

**Keep your options open.** Many of you do not know exactly what your future career will be. In fact, research tells us that people will change careers/jobs many times before they retire, so it is wise to keep your options open. This means choosing electives that make it possible for you to continue exploring your career options before making more specific decisions in the future.

**Make a decision based on what suits you.** You are an individual, and your particular subject needs may be quite different from those of other students.

This means that it is unwise to either take or avoid a subject because:

- Someone told you that you will like or dislike it
- Your friends are/or are not taking it
- You like or dislike the teacher
- You have heard that “all the boys or girls take that subject”

**Talk to your Guidance Officer.** Your Guidance Officer can help you:

- Choose subjects related to your career options
- Define career pathways which will help you to successfully reach your career aspirations
- Research information on careers and provide you with career information resources
- Inform you about necessary pre-requisite subjects and criteria required by tertiary institutions (universities, TAFE, business colleges, etc.) for specific courses
- Contact institutions and employees for further information

## My Reflections

Subjects I am good at are:

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Subjects I like are:

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My future career may include:

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## Curriculum Structure

Heatley Secondary College's Year 9 and 10 curriculum is structured to enable students to engage in a course of study which has both a strong academic core, and electives of their choice. Our curriculum is designed to encourage students to engage in deep and rigorous learning whilst preparing them for their chosen pathway.

In Years 9 and 10, students continue to engage with the **Australian Curriculum**, studying **5 Core Subjects** and **2 Elective Subjects** (a major and a minor).

CORE SUBJECTS	
<ul style="list-style-type: none"> <li>➤ English</li> <li>➤ Mathematics</li> <li>➤ Science</li> <li>➤ Humanities (Strands vary across Years 9 &amp; 10) <ul style="list-style-type: none"> <li>○ History (Mandatory in both Years 9 &amp; 10)</li> <li>○ Geography or Civics &amp; Citizenship</li> <li>○ Career Education Short Course and Cert I in Financial Literacy (Year 10)</li> </ul> </li> <li>➤ Health &amp; Physical Education</li> </ul>	
ELECTIVE SUBJECTS	
MAJOR 3 Lessons a week	MINOR 2 Lessons a week
The Arts <ul style="list-style-type: none"> <li>➤ Creative Arts <ul style="list-style-type: none"> <li>○ <b>Digital Media Studies</b></li> <li>○ <b>Visual Arts</b></li> </ul> </li> <li>➤ Performing Arts <ul style="list-style-type: none"> <li>○ <b>Drama</b></li> </ul> </li> </ul> Technologies <ul style="list-style-type: none"> <li>➤ Design &amp; Technologies <ul style="list-style-type: none"> <li>○ <b>Food Specialisations</b></li> <li>○ <b>Materials &amp; Technologies Specialisations</b></li> </ul> </li> <li>➤ Digital Technologies <ul style="list-style-type: none"> <li>○ <b>Digital Technologies</b></li> </ul> </li> </ul> Humanities <ul style="list-style-type: none"> <li>➤ <b>Economics &amp; Business</b></li> </ul>	The Arts <ul style="list-style-type: none"> <li>➤ Creative Arts (Making) <ul style="list-style-type: none"> <li>○ <b>Visual Arts</b></li> </ul> </li> <li>➤ Performing Arts (Performing) <ul style="list-style-type: none"> <li>○ <b>Drama</b></li> </ul> </li> </ul> Technologies <ul style="list-style-type: none"> <li>➤ Design &amp; Technologies <ul style="list-style-type: none"> <li>○ <b>Food Specialisations Skills</b></li> <li>○ <b>Materials &amp; Technologies Specialisations Skills</b></li> <li>○ <b>Graphics Specialisations</b></li> </ul> </li> </ul> Sports Academy <ul style="list-style-type: none"> <li>➤ <b>Rugby League</b></li> <li>➤ <b>Netball</b></li> <li>➤ <b>Volleyball</b></li> <li>➤ <b>Basketball</b></li> </ul> Stem Academy <ul style="list-style-type: none"> <li>➤ <b>STEM</b></li> </ul>

## Subject Information

### English

Core

#### COURSE OUTLINE

English in Year 9 and 10 involves the study of spoken, written and visual language across a wide range of meaningful and real-life contexts. All students in Year 9 and 10 are taught the Australian Curriculum. Students study a range of units which develop their skills with language, literacy and literature.

In both Year 9 and 10, students examine and analyse the world they live in through the study of a range of text types: novels, poetry, song, film and electronic media. The focus of study is inclusive, with a range of perspectives that reflect the diversity of Heatley students.

As part of this study, students will prepare and present a range of texts including:

- Memoirs
- Narratives
- Persuasive and explanatory speeches
- Analytical extended responses

#### ASSESSMENT

Assessment is ongoing and includes written, spoken and multimedia tasks which are either prepared as assignments or supervised in class time. All assessment tasks require the submission of drafts.

### Maths

Core

#### COURSE OUTLINE

This course has three content strands:

- Number and algebra
- Measurement and geometry
- Statistics and probability

In Year 9 and 10 students study the strands through the proficiencies of understanding, fluency, problem-solving and reasoning. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

#### ASSESSMENT

The assessments in each semester of Year 9 and 10 include:

- A Problem Solving and Modelling Task (PSMT) – a written task requiring both in and out of class work over a period of weeks.
- 2 Exams – an exam at the end of each term covering the topics taught throughout each term.



## COURSE OUTLINE

Science provides an empirical way of answering interesting and important questions about the world of Biology, Chemistry, Physics, and Earth and Space science. Science provides opportunities for students to develop an understanding of important science concepts and processes, of practices used to develop scientific knowledge, and science's contribution to our culture and society, and its application in our everyday lives.

## ASSESSMENT

The Assessments in each semester of Year 9 and 10 include:

- Research Report: written task requiring both in and out of class work over a period of 2-3 weeks.
- Experimental Report: following an in-class experimentation, students will be given the opportunity to alter the original experiment and write a scientific report.
- Exam: an exam at the end of one term covering the topics taught throughout the term.

## Heatley STEM Academy (Application required)

**MINOR**  
**Elective**

## COURSE OUTLINE



The **Heatley STEM Academy** offers students from Year 9 to 12 the opportunity to engage in an extension Science, Technology, Engineering and Mathematics based subject conducting their own research and debating current topics and developments in the wider STEM field.

In STEM, students undertake research projects which involve;

- Formulating a proposal
- Presenting it to the group
- Enacting their project
- Reflecting on their project outcomes

Project length can range from a term to a full year and will often involve a State or National competition. The CSIRO Crest Awards are utilised where applicable.

Students also participate in activities that engage the wider school community. These include primary school transition days and Science Week.

## ASSESSMENT

Students will be assessed on their engagement in their identified research project and their reflection on their project outcomes as well as their inclusiveness of the wider school community.

## Humanities

Core

### COURSE OUTLINE

This course focuses students on developing their knowledge, understanding and skills in a range of disciplines across both Years 9 and 10.

As part of their Humanities course, students will study:

- History (mandatory in both Year 9 & 10)
- Geography
- Civics & Citizenship
- Work Studies / Career Education (Year 10)

Through the course of study students are encouraged to investigate, analyse and explain the causes and consequences of actions by individuals and groups, and the ways in which human actions and interactions have shaped the physical and social world we live in.

Students will learn to identify, interpret and interrogate a range of materials from historical records to maps and graphics to social campaign materials.

### ASSESSMENT

Assessment includes examinations, short responses and extended research assignments.

## Economics and Business

Elective

### COURSE OUTLINE

This course introduces students to the business world. Students explore:

- How businesses respond to changing economic conditions
- Different strategies that can be used by consumers, businesses and governments to improve economic, business and financial outcomes.

Students will learn about the roles and responsibilities of participants in the workplace, including the way that businesses can manage their workforce to improve productivity.

The course is divided into topics across a two-year period throughout Year 9 and 10.

Unit 1 – Competing with the global economy

Unit 2 – Managing economic performance and standard of living

Unit 3 – Managing financial risks and rewards

Unit 4 – Improving business productivity

### ASSESSMENT

Assessment will consist of class tests, projects, assignments and semester exams.

## Health and Physical Education

Core

### COURSE OUTLINE

In this course, students develop the knowledge, understanding and skills to support them to make health-enhancing decisions about their health and physical activity. The course has both health and movement concepts embedded into the course over the two years.

Topics include:	<u>Year 9</u> Respectful Relationships, Basketball, Sustainable Health Challenge, Touch, My Social Responsibility, Ultimate Disc, Active Aussies, Badminton.	<u>Year 10</u> Fitness and Training, Netball, Functional Anatomy and Biomechanics, Volleyball.
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### ASSESSMENT

Assessment includes: case studies, multi-modal presentations, research assignments, response to stimulus, short and extended response exams, and practical performances.

## Heatley Pride Sports Academy

Elective



The **Heatley Pride Sports Academy** offers a range of specialist programs to sports minded students in Year 9 to 12 enabling them to improve their performance and excel in their chosen sport.

Students can nominate for Rugby League, Netball, Volleyball and Basketball where students will be taught by qualified and experienced coaches. Future sports will be introduced depending on student interest.

Key components of all Academy programs include:

- Skill development
- Fitness development - strength and conditioning
- Sports psychology and sporting performance

Each term, students participate in sport specific training sessions to further their skills in their chosen sport. Student inclusion in the Sports Academy Program is reliant upon their full participation in all aspects of the program.

### ASSESSMENT

**Minor – 2 lessons/week:** as a value-added program students will be assessed on their engagement.

# Digital Technologies

Elective

## COURSE OUTLINE

This course focuses students on developing knowledge, understanding and skills in computational thinking, and on engaging with a wide range of information systems.

Topics include:

- Computer programming language
- Digital system representation
- Data transmission
- Appropriate use of information systems
- Appropriate collection and use of data and sources
- Analysis of data
- Selection and management of appropriate resources and protocols to store information
- Game development

## ASSESSMENT

Assessment includes examinations, tests and projects.

# Food Specialisations

Elective

## COURSE OUTLINE

This course brings together theoretical understandings and practical applications related to food and nutrition. Students:

- Develop the skills needed to investigate, design, produce and evaluate a range of food products.
- Explore the positive impact of making food choices consistent with dietary guidelines to promote overall wellbeing.
- Develop the ability to manage resources such as time, materials and equipment to meet individual and family needs.

Every term a different topic is studied. Topics include: nutrition, meal development, cultural influences on food, food presentation, food preparation and cooking. Cooking ingredients for the weekly practical lessons are supplied by the school.

At the end of the term all students are required to provide ingredients for an individualised design task (cooking) which is assessed.

## ASSESSMENT

### Major – 3 lessons/week:

- Assessment each term is based on a design task and/or a test.

### Minor – 2 lessons/week:

- As a value-added program students will be assessed on their engagement.

# Graphics Specialisations

Elective

## COURSE OUTLINE

This course aims to:

- Promote graphical communication.
- Develop knowledge and understanding of the fundamentals of graphical communication.
- Develop the ability to interpret drawings and related data.
- Introduce students to Autodesk CAD Suite including Inventor, AutoCAD and Revit 2020 with 2D and 3D modelling (75% of the Graphics course).

Main topics include:

- 2D Drawing, Orthographic Developments, 3D Drawing, Random Point Perspective, 3D Modelling
- Sketching
- Computer Aided Drafting (CAD), Inventor and Revit
- Cabinet Drawing
- Engineering Drawing
- Architectural Drawing

## ASSESSMENT

Short graphical responses, extended graphical responses, context-based folios, response to stimulus.

# Materials & Technologies Specialisations

Elective

## COURSE OUTLINE

This course covers the following areas of study: Project Planning and Design, Materials Study, Applied Technology, Communication Drawing, and Safety.

Units include:

- Basic Wood Working and Joint Construction
- Basic Sheet Metal Working & Resistance Welding
- Basic Plastic Fabrication
- Introductory Mechanical Components
- Introductory Metal Engineering
- Introductory Building and Construction

## ASSESSMENT

**Major – 3 lessons/week:**

- Completion of associated Technology/Material/Safety Tasks
- Manipulative hand skills used in making projects
- Self-appraisal and reflection of completed tasks

**Minor – 2 lessons/week:**

- As a value-added program students will be assessed on their engagement in their project and their reflection on their project outcomes.

**SAFETY REQUIREMENTS**

- All students are required to wear fully enclosed shoes as outlined in the uniform brochure. Jewellery must not be worn, and long hair must be tied back.
- Safety glasses and hearing protection are supplied and **MUST** be worn at all times in the workshops. This is a Workplace Health and Safety requirement.
- A risk assessment will be conducted for all activities in the workshop. Parental permission is required for students to participate in workshop activities deemed high/extreme risk.

## Creative Arts: Digital Media

Elective

**COURSE OUTLINE**

Digital Media involves the use of cameras, lighting, audio equipment and computer technology that are used to entertain, inform and influence audiences around the world each day. This two-year course teaches students the knowledge and skills of:

- Photography
- Drawing
- 2D animation
- Video
- Motion graphic production
- Audio podcast

These knowledge and skills are taught using the industry leading software of the *Adobe Creative Suite – Adobe Photoshop, Premiere Pro, Illustrator, Animate and After Effects*.

**ASSESSMENT****Major – 3 lessons/week:**

The course involves a practical, project-based assessment and one written task each term, including research, planning documents, scriptwriting or storyboarding.

- As a value-added program students will be assessed on their engagement in their project and their reflection on their project outcomes.

**Minor – 2 lessons/week:**

- As a value-added program students will be assessed on their engagement in their creative project and their reflection on their project outcomes.

## Creative Arts: Visual Arts

Elective

### COURSE OUTLINE

Students in Year 9 and 10 will focus on a number of artistic mediums. They explore 2D and 3D art forms and manipulate different mediums such as printmaking, paint, pencil, mixed media and sculptures. Students will apply their new knowledge and skills to different contexts to express their artistic viewpoints along with building their own style through their individual portfolios.

Learning experiences are centred on the development of skills and media exploration and the use of a range of techniques. Students will enhance their understanding of Visual Art while working both independently and in negotiation with their teacher. The course includes both theory and practical components.

### ASSESSMENT

#### Major – 3 lessons/week:

Assessment involves two components: Making and Responding. A variety of assessment tools will be used to assess student achievement. These will include practical folios, visual journal entries, appraising tasks, such as essay writing, PowerPoint presentations, editorials and critiques. Prominent artists and their work are studied to gain important insights into how artists go about creating great works of art.

#### Minor – 2 lessons/week:

- As a value-added program students will be assessed on their engagement in their creative project and their reflection on their project outcomes.

## Performing Arts: Drama

Elective

### COURSE OUTLINE

Drama seeks to teach students to communicate effectively in a range of situations, and to use their creativity and imagination to extend their aesthetic understanding of the world.

Students explore verbal, non-verbal and written communication through scripted plays, role plays, improvisation and multi-media. They create their own works, and respond to other dramatic works. **Performance for a public audience is mandatory.**

### ASSESSMENT

#### Major – 3 lessons/week:

Assessment occurs in two areas which are weighted equally. Both theory and practical components are assessed.

**MAKING:** Creating drama and scripts and delivering polished performances in front of an audience.

**RESPONDING:** Written response to or analysis of drama.

#### Minor – 2 lessons/week:

- As a value-added program students will be assessed on their engagement in their creative project and their reflection on their project outcomes.

## ***Instrumental Music Program***

Elective

***Instrumental Music*** at Heatley Secondary College is a contemporary program which provides students with the opportunity to become musicians/vocalists and experience the expressive qualities of music and music-making through learning to play an instrument, sing and to participate in contemporary music ensembles (Hip-Hop, Pop, Rock, Jazz, R'n'R and Country).

The program supports students with an interest and aptitude in music to build both individual musicianship and group performance. Students have fun while learning to play an instrument and make beats in small groups and ensemble environments. They often provide high level performances for many College events.

Specialisations could include:

- Strings
- Woodwind
- Vocal (individual and ensemble)
- Music Programming / beat making which uses production software
- Guitar / Bass tuition
- Rock Bands
- Drumming

The program involves 35-minute lessons once a week on a rotational basis



## Inclusive Education Program

Heatley Secondary College has a proud history of delivering quality educational programs and flexible pathways to *Students with Disabilities* focusing on:

- Maximising the potential of the individual student.
- Fostering life-long learning that will assist students to be active community members, both at school and post school.
- Developing individual strengths and celebrating personal achievements.

Our credos is: Independence and autonomy with dignity for lifelong learning.

All *Students with Disabilities* are case managed by inclusion education teachers who monitor progress and provide additional support to students and their care-givers.

Decisions regarding education pathways for *Students with Disabilities* are made collaboratively. Caregivers, inclusive education staff, main school teachers and students determine the program that best meets the needs of each student. Programs include:

### Full-Time Mainstream Classes

Most *Students with Disabilities* attend mainstream classes and engage in the general curriculum. Educational support available to these students includes:

- Quality differentiated curriculum responsive to each student's specific needs.
- Individual Curriculum Plans (ICPs).
- Specialist support for class teachers around appropriate teaching strategies and pedagogies.
- Adjustments to learning and assessment tasks and modes of delivery.
- In-class student support from specialist teachers and/or aides.

The Deputy Principal – Inclusive Education and inclusion education teachers work collaboratively with classroom teachers to negotiate the necessary adjustments required to enable every *Students with a Disability* to fully access the curriculum on the same basis as for all students.

### Highly Individualised Programs

Some *Students with Disabilities* with high support needs are timetabled in the highly individualised program where their specific learning needs are catered for. Students engage with the Australian Curriculum differentiated, modified and adjusted according to the level identified in their Personalised Learning Plan (PLP). A universal Design approach is implemented for content delivery.

Students engage in practical learning activities with a focus on developing functional literacy and numeracy and essential life skills. Students learn to manage their behaviour effectively, work as a productive member of a team, build positive relationships and recognise and utilise their personal strengths and attributes.

Some students access modified Arts and Technology electives. Fees apply for the provision of materials. (See Student Resource Scheme).

### Combination of Mainstream and Inclusive Education Classes

A number of *Students with Disabilities* benefit from accessing a combination of the regular curriculum (with the supports listed previously) and highly individualised classes.

## Alignment of Core Subjects and Electives with Senior Subjects

LEARNING AREA	YEAR 9/10 ELECTIVES	SENIOR SUBJECT
English		English Essential English
Mathematics		Specialist Mathematics Mathematical Methods General Mathematics Essential Mathematics
Science	STEM	Biology Chemistry Physics Aquatic Practices Science in Practice
Health & Physical Education	Sports Academies – Basketball, Netball, Rugby League, Volleyball.	Physical Education Sport and Recreation Cert II in Outdoor Recreation Cert II in Health Support Services
Humanities		Ancient History Legal Studies Early Childhood Education Tourism Cert II Skills for Work & Vocational Pathways & Cert II Workplace Skills (Dual)
The Arts	Drama	Drama
	Digital Media	Cert courses at TCTC
	Visual Art	Visual Art Visual Arts in Practice Cert III in Visual Arts (Photography)
Technology	Food Specialisations	Cert II in Hospitality
	Business and Economics	Business Cert III in Business
	Materials & Technologies Specialisations	Cert II in Construction Pathways Cert II in Engineering Pathways Furnishing Skills
	Graphics Specialisations	Industrial Graphics Skills
	Digital Technologies	Cert III in Information Technology

## Recommended Achievement Levels for Subject Entry

SUBJECT	PATHWAY		Possible QCE Credits	RECOMMENDED ACHIEVEMENT LEVELS
	General	Applied		
English	✓		4	A minimum C+ level of achievement in Year 10 English.
Essential English		✓	4	There are no prerequisites for this course.
General Mathematics	✓		4	A minimum low B level of achievement in Year 10 Maths and English.
Mathematical Methods	✓		4	A minimum B level of achievement in Year 10 Maths and English.
Specialist Mathematics	✓		4	A minimum B level of achievement in Year 10 Maths and English.
Essential Mathematics		✓	4	There are no prerequisites for this course.
Biology	✓		4	A minimum mid C level of achievement in Year 10 Science and English
Chemistry	✓		4	A minimum mid B level of achievement in Year 10 Science and English.
Aquatic Practices		✓	4	There are no prerequisites for this course.
Physics	✓		4	A minimum mid B level of achievement in Year 10 English and Mathematics.
Science in Practice		✓	4	There are no prerequisites for this course.
Business	✓		4	A minimum C level of achievement in Year 10 English.
Early Childhood Studies		✓	4	There are no prerequisites for this course.
Industrial Graphics Skills		✓	4	There are no prerequisites for this course; it would be beneficial to have completed 9-10 Graphics.
Physical Education	✓		4	A minimum C level of achievement in Year 10 English and C level of achievement in Health & Physical Education.
Sport and Recreation		✓	4	There are no prerequisites for this course.
Ancient History	✓		4	A minimum C+ level of achievement in Year 10 English and History.
Legal Studies	✓		4	A minimum mid C level of achievement in Year 10 English.
Tourism		✓	4	There are no prerequisites for this course.
Drama	✓		4	A minimum C+ level of achievement in Year 10 English and an interest in performance & expression.
Visual Art	✓		4	A minimum C level of achievement in Year 10 Visual Arts.
Visual Arts in Practice		✓	4	There are no prerequisites for this course.
<b>Vocational Education &amp; Training</b>				
HLT23221 Cert II in Health Support Services			4	There are no prerequisites for this course.
SIT20322 Cert II in Hospitality			4	There are no prerequisites for this course.
SIT20122 Cert II in Tourism			4	There are no prerequisites for this course.
CUA20620 Cert II in Music			4	There are no prerequisites for this course.
SIS20419 Cert II in Outdoor Recreation			4	There are no prerequisites for this course.
FSK20119 Cert II in Skills for Work and Vocational Pathways & BSB20120 Cert II Workplace Skills (Dual)			8	There are no prerequisites for this course.
BSB30120 Cert III in Business			8	There are no prerequisites for this course.
CPC20120 Cert II in Construction			4	There are no prerequisites for this course.
MEM20422 Cert II in Engineering Pathways			4	There are no prerequisites for this course. Students must be prepared to use welders.
ICT30120 Cert III in Information Technology			8	There are no prerequisites for this course.
CUA31125 Cert III in Visual Arts (Photography)			8	There are no prerequisites for this course.