MacKillop
Catholic College
MOUNT PETER

INSPIRING HEARTS MINDS AND SPIRITS

SENIOR SUBJECT SELECTION GUIDE

2025/2026

Dear Year 10 Students and Families,

Welcome to the exciting transition from Year 10 into Year 11 at MacKillop Catholic College! As you embark on this next phase of your educational journey, we are thrilled to offer you a myriad of pathways options that will ensure your future is filled with endless possibilities and opportunities for growth.

At MacKillop Catholic College, we believe in empowering our students to become confident and capable individuals who are prepared for the challenges and opportunities that lie ahead. Our educational philosophy, inspired by the Josephite mission, places a strong emphasis on nurturing the potential of each student and providing them with a supportive environment to explore their passions and talents.

As you explore our Year 11 subject selection book, you will discover the diverse range of academic and vocational pathways available to you. The Queensland Curriculum and Assessment Authority (QCAA) General and Applied Subjects provide a solid foundation for further studies, preparing you for university, vocational training, or direct entry into the workforce. These subjects offer a depth of knowledge, critical thinking skills, and opportunities for specialization across various disciplines.

In addition to the QCAA subjects, we also offer a comprehensive range of vocational pathways that integrate classroom learning with practical, real-world experiences. These pathways equip you with industry-specific skills and certifications, enhancing your employability and providing a seamless transition into further education or the workforce.

At MacKillop Catholic College, our commitment to the Josephite mission ensures that all students, regardless of their chosen pathway, have access to the same opportunities for growth, success, and personal development. We believe in fostering a culture of inclusivity and support, where every student's unique talents and aspirations are embraced and celebrated.

As you peruse the subject selection book, take the time to reflect on your passions, interests, and goals. Seek guidance from our dedicated teachers and careers advisors, who are here to help you navigate the myriad of choices and make informed decisions that align with your aspirations.

Your senior years of education are an exciting time, filled with new discoveries and opportunities for personal and academic growth. We are confident that the breadth of pathways available at MacKillop Catholic College will set you on a trajectory towards a bright and fulfilling future.

We look forward to embarking on this journey with you and supporting you every step of the way. Together, let us build a strong foundation for your success, where your dreams become realities.

Wishing you all the best in your Year 11 subject selection process!

Sarah Coleman
Deputy Principal - Head of Secondary

INFORMATION FOR PARENTS AND STUDENTS

Senior Education Profile

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

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

For more information about the SEP see: www.qcaa.qld.edu.au/senior/certificates-qualifications/sep

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December once a student becomes eligible. Learning accounts are closed after nine years, however, a student may apply to the QCAA to have the account reopened and all credit continued.

Queensland Certificate of Individual Achievement (QCIA)

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

Vocational Education and Training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

Australian Tertiary Admission Rank (ATAR) Eligibility

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- best five General subject results or

- best results in four General subjects, plus one Applied subject, or
- best results in four General subjects, plus one VET qualification at Certificate III or above.

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

English Requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English results to be included in the calculation of their ATAR. It is also important to note that not all tertiary providers will accept Essential English as the English prerequisite.

What is a QCE?

The Queensland Certificate of Education (QCE) is Queensland's internationally recognised senior secondary schooling qualification.

To be issued a QCE, students need to accrue the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all requirements, usually at the end of Year 12.

The QCE demonstrates to employers, tertiary institutions and the wider community that school leavers have met the set standard by completing a learning program with sufficient breadth and depth.

For more detailed information refer to QCAA website : www.qcaa.qld.edu.au

Planning for a QCE

The Senior Education and Training Plan (SET Plan) helps each student plan and structure their senior learning around their abilities, interests and ambitions. The SET Plan is a map of what, where and how a student will study during their senior phase of learning — usually Years 10, 11 and 12. Planning should be finalised by the end of Year 10 and is agreed between the student, their parents or carers and the school. The SET Plan should be regularly reviewed by schools, students and parents or carers, and updated as required.

QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard

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

Literacy & numeracy

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

How the QCE Works

The qualification is internationally recognised and offers flexibility in what is learnt, as well as where and when learning occurs. This allows students to tailor their senior pathway to suit their interests and support their future goals.

The QCE is achievable for students and recognises a broad range of learning, including:

- senior school subjects
- vocational education and training (VET)
- workplace and community learning, and
- university subjects undertaken while at school.

Achievements in different types of learning attract different credit values, with credit being assigned when a minimum standard of achievement is reached.

Students who do not achieve a QCE at the end of Year 12 can continue to work towards one for up to seven years after leaving school through the completion of additional learning, such as VET courses, traineeships or recognised workplace programs. Once eligible, the Queensland Curriculum and Assessment Authority (QCAA) will award the student a QCE, together with a Statement of Results, in the following July or December.

Courses of Study

A wide variety of courses of study may contribute towards the QCE. These are organised into four categories:

Core courses are usually undertaken by students during the senior phase of learning and include Authority and Authority-registered subjects. **A minimum of 12 credits must come from completed Core courses of study, with at least one of these from studies completed at school.**

• **Core: At least 12 credits must come from completed Core courses of study**	
COURSE	**QCE CREDITS PER COURSE**
QCAA General subjects and Applied subjects	up to 4
QCAA Extension subjects	up to 2
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorized as Core	as recognised by QCAA

Preparatory courses are generally used as steppingstones to further study or training. They include VET certificate I qualifications and literacy or numeracy short courses developed by the QCAA. **A maximum of 4 credits from preparatory courses can count towards the QCE.**

• **Preparatory: A maximum of 4 credits can come from Preparatory courses of study**	
QCAA Short Courses • QCAA Short Course in Literacy • QCAA Short Course in Numeracy	up to 1
Certificate I qualifications	up to 3
Recognised studies categorized as Core	as recognised by QCAA

Enrichment courses provide students with opportunities to develop their skills and knowledge at a higher level. These include recognised certificates and awards, structured workplace or community-based learning programs, learning projects, accredited VET courses, and some Authority extension subjects and non-QCAA school based courses. A maximum of 8 credits from enrichment courses can count towards the QCE.

Advanced courses go beyond the scope and depth of typical senior secondary schooling and include university courses and diploma or advanced diploma programs undertaken while at school. A maximum of 8 credits from advanced courses can count towards the QCE.

QCE literacy and numeracy requirements

The literacy and numeracy requirements for a QCE meet standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

Learning options to meet literacy and numeracy requirements for a QCE.

Courses of study	Literacy	Numeracy	Set standard
Applied (including Essential)	QCAA subject for Unit 1, Unit 2, or a Unit 3 and 4 pair: • Essential English	QCAA subject for Unit 1, Unit 2, or a Unit 3 and 4 pair: • Essential Mathematics	Satisfactory completion in Unit 1 *or* Unit 2 *or* Grade of C or better in a Unit 3 and 4 pair
General	QCAA subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair: • English • English as an Additional Language • Literature	QCAA subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair: • General Mathematics • Mathematical Methods • Specialist Mathematics	Satisfactory completion in Unit 1 *or* Unit 2 *or* Grade of C or better in a Unit 3 and 4 pair
Short Courses	QCAA Short Course in Literacy	QCAA Short Course in Numeracy	Grade of C or better

QCE Credit

QCAA syllabus	Set standard	QCE credits	Notes
Applied subject	4 (maximum credit available)		
Unit 1	Satisfactory	1	QCE credits contribute to the completed Core requirement when a student is enrolled in Units 1, 2, 3 and 4 **and** achieves a grade of C or better in Units 3 and 4. Credit only contributes for units when the set standard is met. Where the above criteria are met, a student may accrue 2, 3 or 4 credits toward the completed Core requirement.
Unit 2	Satisfactory	1	
Units 3 and 4	Grade of C or better	2	
General subject	4 (maximum credit available)		
Unit 1	Satisfactory	1	QCE credits contribute to the completed Core

			requirement when a student is enrolled in Units 1, 2, 3 and 4 **and** achieves a grade of C or better in Units 3 and 4. Credit only contributes for units when the set standard is met.
Unit 2	Satisfactory	1	
Units 3 and 4	Grade of C or better	2	
			Where the above criteria are met, a student may accrue 2, 3 or 4 credits toward the completed Core requirement.

Core courses of study are typically undertaken by students during senior schooling. They are courses of study that have been quality assured by the QCAA or a recognised authority.

The QCE completed Core requirement is 12 credits of the total 20 credits to meet the set amount of learning needed to be issued a QCE.

VET - maximums

VET qualification	Requirements	QCE credits	Notes
Certificate II	Recommended hours	4 (maximum credit available)	
	Not applicable	4	QCE credits contribute to the completed Core requirement when a student successfully completes the full qualification from the Core category of learning.
Certificate III and IV	Recommended hours	8 (maximum credit available)	
	440 hours or more	8	QCE credits contribute to the completed Core requirement when a student successfully completes the full qualification from the Core category of learning.
	385–439 hours	7	
	330–384 hours	6	QCE credit for VET qualifications is based on the recommended hours of learning as determined by the Queensland Government, Department of Employment, Small Business and Training.
	Fewer than 330 hours	5	
School-based apprenticeship		6 (maximum credit available)	
VET qualification	Maximum training that school-based apprentices may complete while at school, dependent on the nominal term (full-time) of the apprenticeship • four years — up to 33.3% of the competencies • three years — up to 40% of the competencies	Up to 2	School-based apprenticeship VET qualifications do **not** contribute to the completed Core requirement of the QCE, as they cannot be completed while at school.

	• two years — up to 50% of the competencies.		
On-the-job	minimum 50 days (375 hours) per 12 months from date of commencement (a minimum of 7.5 hours per week averaged over each 3-month period)	Up to 4 (2 credits for each 50 days completed each 12 months)	QCE credits may contribute to the completed Core requirement when a student completes all the on-the-job hours while at school. Partial credit may apply (1 credit for 25 days completed). The Queensland Government, Department of Employment, Small Business and Training provides further information about school-based apprenticeships and traineeships.
	Electrotechnology minimum 80 days (600 hours) per 12 months	Up to 4 (2 credits for each 80 days completed each 12 months)	
School-based traineeships		8 (maximum credit available)	
	As outlined with the relevant VET certificate level.	Up to 8	No additional QCE credit is accrued for on-the-job hours completed for a school-based traineeship.

Student Learning Accounts and Monitoring Progress

When a student is registered with the QCAA (usually in Year 10) — a learning account is created for them. The student's learning account records:

- their school subject enrolments (all eligible learning undertaken during the senior phase of learning);
- where and when learning takes place; and
- the results of any completed studies, which contribute to the QCE. These details are provided by the school and/or other learning providers.

Students are given a LUI (learner unique identifier) and a password for their learning account, which they can access any time via the Student Connect website at www.studentconnect.qcaa.qld.edu.au. Students can track their progress towards a QCE, vocational certificate or QCIA.

The Senior Education Profile (SEP)

The Senior Education Profile may comprise of:

1. **Queensland Certificate of Education -** Most students are awarded a QCE at the end of Year 12. Students who do not meet the QCE requirements at the end of Year 12 can continue to work towards their certificate
   — their learning account remains open, regardless of their age (however, credits expire after 9 years). The QCAA will award a QCE in the following July or December, once a person becomes eligible.
2. **Senior Statement -** The Senior Statement is a transcript of the learning account for all students completing Year 12 at a Queensland school. The Senior Statement shows all studies and the results achieved that may contribute to the award of a QCE or Tertiary Entrance Statement. If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland. Students who complete Year 12 will receive a Senior Statement in December of that year.
3. **Statement of Results -** After finishing Year 12, students will automatically receive a Statement of Results, if they become eligible for the award of a QCE or undertake a Senior External Examination. A Statement of Results is a cumulative transcript of their learning account. These are issued in July and December. Students leaving early (before the Year 12 finishing day), and who are eligible for the award of a QCE, will receive a Statement of Results when the QCE is issued. Students leaving early (before the Year 12 finishing day) without qualifying for the award of a QCE may apply for a Statement of Results after the quality assurance processes have been completed.
4. **Queensland Certificate of Individual Achievement -** The QCIA reports the learning achievements of students who are on individual learning programs. The QCIA adds to the suite of certificates that the QCAA issues, and ensures that the educational achievement of all students can be recorded on a quality certificate.

What is an ATAR?

Across Australia, the ATAR is a standard measure of a student's overall academic achievement in relation to that of other students. *It is intended to assist tertiary institutions to select applicants into their courses.*

The ATAR is a percentile rank, not a mark. This rank indicates a student's position relative to other students in their age group in any given year. It's expressed as a number on a 2000-point scale from 99.95 down to 0.00 in steps of 0.05. An ATAR of 80.00 does not mean a student got 80%. It indicates that the student placed in the top 20% of students in Queensland in their Year 12 age group.

Who calculates and releases the ATAR?

Responsibility for calculating and issuing the ATAR has been assigned to the Queensland Tertiary Admissions Centre (QTAC) on behalf of Queensland tertiary institutions.

QTAC administers the application and offer process for tertiary institutions in Queensland (and a few institutions interstate) and has over four decades of experience in tertiary admissions.

What are the eligibility requirements for an ATAR?

To be eligible for an ATAR, a student must:

- complete five General subjects (Units 3 and 4); or

- complete four General subjects (Units 3 and 4) plus one Applied subject (at Units 3 and 4) or a VET course at AQF Certificate III level or higher; and

- accumulate results within a five-year period.

Students must also satisfactorily complete (i.e. achieve a minimum grade of C or higher) an English subject (one of English, English as an Additional Language, English and Literature Extension, Literature, or Essential English).

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five scaled results. For more information about scaling and the ATAR, refer to QTAC's website.

Precluded subjects and subject combinations

The following rules apply regarding precluded subjects and subject combinations in the ATAR calculation:

1. Only General English subjects or Applied English subjects can be included in the ATAR, but not both. **For example**, it is not possible to include both English (a General subject) and Essential English (an Applied subject) in a student's ATAR.

2. Only General Mathematics subjects or Applied Mathematics subjects can be included in the ATAR, but not both. **For example**, it is not possible to include both Mathematical Methods (a General subject) and Essential Mathematics (an Applied subject) in a student's ATAR.

There are no other restrictions on the inclusion of subjects in the ATAR, for example a student may count the following General subject results in their ATAR:

- both English and Literature

- both Mathematical Methods and Specialist Mathematics

- both Chinese and Chinese Extension

Remember! Some university courses have subject prerequisites that you must satisfy before you can be considered for tertiary entry so if you have a desired course(s) in mind, consider this when selecting your subjects.

TYPES OF SUBJECTS OFFERED

General Subjects

General subjects are suited to students who are interested in pathways beyond Senior Secondary Schooling that lead primarily to tertiary studies and to pathways for Vocational Education and Training and work. General subjects include Extension subjects.

General Subjects Course Overview

- General subjects are developmental four-unit courses of study.
- Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.
- Students should complete Units 1 and 2 before starting Units 3 and 4.
- Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 Assessments

- Heads of Department determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.
- Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study.

Units 3 and 4 Assessments

- Students complete a total of *four* summative assessments — three internal and one external — that count towards the overall subject result in each General subject.
- The three summative internal assessments will be endorsed by the QCAA before they are used.
- Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA.
- The external assessment result for a subject contributes to a determined percentage of a student's overall subject result. **For most subjects this is 25%; for Mathematics and Science subjects it is 50%.**

External Assessment

External assessment is summative and adds valuable evidence of achievement to a student's profile. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme
- The external assessment contributes a determined percentage to the student's overall subject result and is not privileged over summative internal assessment.

Applied and Applied (Essential) Subjects

Applied and Applied (Essential) subjects are suited to students who are primarily interested in pathways beyond Senior Secondary Schooling that lead to vocational education and training or work.

Applied Subjects Course Overview

- Applied subjects are developmental four-unit courses of study.
- Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.
- Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

Assessment

- Applied subjects use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result. Applied syllabuses do not use external assessment.
- For each assessment an instrument-specific standards matrix (marking guide) is shared with students and used as a tool for making judgments about the quality of students' responses.

Essential English and Essential Mathematics — Common Internal Assessment

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Woree SHS develops *three* of the summative internal assessments for each of these subjects and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is::

- Developed by the QCAA
- Common to all schools
- Delivered to schools by the QCAA
- Administered flexibly in Unit 3
- Administered under supervised conditions
- Marked by the school according to a common marking scheme developed by the QCAA. The CIA is not privileged over the other summative internal assessment.

Vocational Education and Training (VET)

At MacKillop Catholic College, students can engage in Vocational Education and Training in the Senior Phase of learning. VET refers to education and training that focusses on developing knowledge and skills required for specific industries. VET qualifications also focus on the development of transferrable skills that develop job ready characteristics needed to participate fully in the workforce. VET in schools allows students to remain at school while completing nationally recognised training qualifications.

Participating in VET can:

- provide credit towards a student's attainment of a QCE
- attainment of a nationally recognised qualification or statement of attainment
- support a student to transition to employment or further education.

School based traineeships and apprenticeships

School based apprenticeships and traineeships can contribute to a student's senior education plan. The College supports students in their pursuit of these employment and training opportunities. School based apprenticeships and traineeships (SAT's) require one a combination of work and school each week. Students should speak with the Leader of Pathways if they are interested in an opportunity of this nature.

Student roles and responsibilities

Students are asked to:

- make a serious commitment to undertaking a nationally recognised qualification
- provide any materials and equipment requested by the College
- meet all aspects of work health and safety requirements
- meet the expectations and requirements of the College in terms of participation, cooperation, punctuality, behaviour and conduct.

Complaints and Appeals Policy

MacKillop Catholic College has a complaints and appeals policy specific to the Registered Training Organisation (RTO) operations.
A complaint can be made to the College regarding:

- College Trainers and Assessors
- Students of MacKillop Catholic College
- Third party services providing training on behalf of MacKillop Catholic College.
The Complaints and Appeals Policy is also available on the College website.

All complaints or appeals must be directed to the Principal as CEO of MacKillop Catholic College.

Unique Student Identifier (USI)

All students who wish to study a VET course will be required to obtain a USI.

We ask that you access the USI website www.usi.gov.au and complete the process at home. This is a simple process that only takes approximately 5 minutes. Please note that a Medicare card, Birth Certificate or Passport is required to complete this process.

Students and parents will be required to complete a USI form and Parent permission to store form and have it returned to Ms Flockhart or Mrs Coleman at Student Reception prior to enrolment and admission into the course.

Enrolment and Admission

Access to VET Certificates is open to all students, regardless of race, gender, and ability. Subjects will be offered if enrolment numbers are viable and human and physical resources comply with AQTF standards for Registered Training Organisations. Students must meet the minimum levels of literacy and numeracy.

Fees

For qualifications delivered by MacKillop Catholic College, tuition costs are varied. Any additional fees are highlighted in the Subject Selection Handbook.

In cases where students have exhausted VETiS funding, supplementary costs could be incurred for further VETiS qualifications.

TAFE at School

TAFE Queensland offers flexible study options. This enables students to gain a VET qualification while still at school in a way that best suits.
TAFE at school is a partnership between schools and TAFE Queensland to deliver vocational qualifications. All training is delivered in an adult learning environment, so students get a taste of what it's like to study in a higher education setting. Students learn from highly-qualified teachers and benefit from their vast experience.

Students typically attend a TAFE campus one day a week for training. The specific day is dependent on which course of study chosen.

Students should speak with the Leader of Pathways if they are interested in an opportunity of this nature.

Vocational Education and Training Qualification Offerings

SIS20122	Certificate II in Sport and Recreation
	Certificate III in Fitness
10971NAT	Certificate IV in Justice Studies
CHC30121	Certificate III Ealy Childhood Education and Care
HLT33021	Certificate III in Allied Health Assistance
	Certificate III in Individual Support (Disability)
CHC30221	Certificate III in Education School Based Support
MEA20518	Certificate II in Aircraft Line Maintenance
	Certificate II in Engineering Pathways

All qualifications are delivered through a partnership agreement

School Based Apprenticeships/Traineeships (SATs)

- School-based Apprenticeships and Traineeships (SATs) are available in a wide range of industry areas such as telecommunications, fitness, sport and recreation, information technology and wholesale/retail, as well as the traditional areas such as building and construction, engineering and hospitality.

- SATs allow students to train and do paid work in their chosen field while they are still at school studying for the Senior Statement.

- As well as paid work students will gain extra training to build on the skills learned at work and at school. This training may occur at school, at work or at a TAFE or a private provider.

- A SAT can be an attractive option for students who have demonstrated that they have the maturity needed to manage this combination of learning, training and work.

- You may have the opportunity to complete both Year 12 and a School-Based Traineeship or start a School-Based Apprenticeship. Be sure that you understand that apprenticeships and traineeships are **legally binding** formal agreements. When you sign these you are agreeing to particular work and training requirements as is your host employer. Check all documents carefully with a teacher and a trusted adult to ensure that you fully understand what is required of you, the school and the employer in the agreement.

- It is important to realise that a SAT will most likely require you to work during school holidays.

Pathways

When choosing a career pathway it is important to remember that all learning and all subjects have value. It is also important to note that all subjects provide a variety of skills that will equip students for entry to the workforce either after Year 12 or after further training or study.

5 Day Senior Pathway	Blended Pathway	Workforce Pathway
For students who plan on going to University or Tertiary institution for further study after completing Year 12. Students wish to achieve an ATAR Students Complete 5 General Subjects, and either an Applied subject, or Certificate III or IV that is delivered onsite.	For students who are considering both work and/or further study after successfully completing Year 12. These students wish to be ATAR eligible, and must study a minimum of 4 General Subjects, plus a mix of Applied or VET subjects. Some of this may be delivered offsite.	For students who wish to join the workforce, undertake Vocational Education and Training, or a School Based Traineeship or Apprenticeship. This pathway may provide students with excellent preparation to transition from school to TAFE or the workforce after graduating school.
AIMS • Full time study at university • Part-time study and part-time work	AIMS • Full time study at university or TAFE • Part-time study and part-time work • Full Time Work • To be ATAR eligible	AIMS • Traineeship or Apprenticeship • Full time work of a practical nature
SUBJECTS • General English or Literature • General Maths or Maths Methods • Religion and Ethics • Elective • Elective • Elective • Elective	SUBJECTS • General English/Essential English • General Maths/Essential Maths • Religion and Ethics • Elective • Elective • Elective • Elective	SUBJECTS • General English/Essential English • General Maths/Essential Maths • Religion and Ethics • Elective • Elective • Elective • Training/Work experience/ Apprenticeship
NOTE WELL • Students must investigate the prerequisites for their career and choose subjects that will lead to their success • Students must complete 3 internal assessments and sit one external assessment for each general subject • Subject requirements must be met for an ATAR to be awarded • Students must be on campus five days a week	NOTE WELL • Students choosing this pathway are preparing for both the workforce and further study. They may be unsure about life after school, and wish to keep their options broad. • Students wish to remain ATAR eligible • Students must investigate the prerequisites for their career and choose subjects that will lead to their success • Students may undertake studies that involve them having one day off site for TAFE or other vocational studies	NOTE WELL • Students choosing this pathway are wishing to secure an apprenticeship / traineeship or continue their education at TAFE or other Vocational Provider. • Students must meet the QCE requirements: students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements • Students choosing this pathway must still satisfy the prerequisite subject requirements and need to have developed good study habits. • Students may be working or training up to 2 days per week
All three pathways allow students to be eligible for a Queensland Certificate of Education (QCE)		

QLD CERTIFICATE OF INDIVIDUAL ACHIEVEMENTS QCIA	The Queensland Certificate of Individual Achievement is designed to cater for students with a verified disability, and those who are receiving support via the College's Diversity team.

Selecting Senior Subjects

It is important to choose senior subjects carefully. There are a number of guidelines to go by when choosing subjects for Years 11 and 12.

Students should choose subjects:

- which they enjoy
- in which they are likely to achieve their best results
- which will help them reach their chosen tertiary and career goals, especially any prerequisites for particular courses – refer to Year 10 QTAC guide
- which give them valuable skills, knowledge and attributes. This will involve thought, discussion and research.

To investigate a subject, students should:

- speak to their teachers in their related Year 10 subjects (where applicable)
- speak to their parents
- look at the books and materials used in that subject
- read the provided information about the subject
- listen carefully when teachers talk about the subject in class or during information sessions
- access the QCAA subject syllabus information.

Students should pay attention to the content of the senior subjects and to the assessment which they will be required to do. Students should consider whether they have shown an ability to complete this kind of work in the past. Students should make subject choices without reference to what their friends will be doing. Similarly, students should not make subject choices based on who they think might be teaching that subject the following year.

Consider the workload of all the subjects together. For example, ask such questions as:

- Can I manage the amount of reading and writing which my chosen subject requires? Can I expect to do well in subjects which require so much independent research?
- Can I juggle the home commitment with the other things in my life?
- Can I prepare and complete the practical tasks which these subjects require of me?

All students must meet the following requirements in their selections:

- Literacy – Essential English, General English, Literature, or Literacy Short Course*
- Numeracy – Essential Mathematics, General Mathematics, Mathematics Methods, or Numeracy Short Course*
- Religious Education – Religion and Ethics

Summary of prerequisite and corequisite

2024 subjects	Year 10 Prerequisite subject	Minimum Yr. 10 achievement standard	Corequisite
Ancient History	English History	C+ C+	General English or Literature
Biology	English Maths Science	C+ C+ C+	General English or Literature General Maths or Mathematics Methods
Business	English Business	C C	General English or Literature
Chemistry	English Maths Science	C+ C+ C+	General English or Literature General Maths or Mathematics Methods
Design	English Design	C C	General Maths or Mathematics Methods
Digital Solutions	English Maths	C C	General Maths or Mathematics Methods
Drama	English Drama	C+ C+	General English or Literature
Chemistry	English Maths Science	C+ C+ B	General English or Literature General Maths or Mathematics Methods
English	English	C	N/A
Food and Nutrition	English Mathematics Science	C+ C C+	General English or Literature General Maths or Mathematics Methods
Literature	English	C+	N/A
Marine Science	English STEM Extension Preferred	C+	General English or Literature General Maths or Mathematics Methods
Mathematical Methods	10 Maths Methods Prep	B	N/A
Mathematics, General	10 Maths Methods Prep	C-	N/A
	10 Maths General Prep	C+	
Mathematics, Specialist	10 Maths Methods Prep	B	Mathematical Methods
Modern History	English History	C C	General English or Literature
Music	English Music	C + C +	General English or Literature
Physical Education	English	C+	General English or Literature
Physics	10 Maths Methods Prep English Science	C+ C+ C+	Mathematical Methods
Psychology	Mathematics English Science	C+ C+ C+	General Maths or Mathematics Methods General English or Literature
Visual Art	English Visual Art	C+ C+	General English or Literature

General Subjects
Ancient History

Overview

Ancient History is concerned with studying people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that exist into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. A study of the past is invaluable in providing students with opportunities to explore their fascination with and curiosity about stories of the past and the mysteries of human behaviour.

Throughout the course of study, students develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. Students investigate the problematic nature of evidence and pose increasingly complex questions about the past. They use their skills of historical inquiry, analysis and interpretation of sources to formulate reasoned responses. The development of these skills is cumulative, with students showing understanding of different and sometimes conflicting perspectives of the past.

Pathways

Ancient History is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research. The skills developed in Ancient History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

Objectives

By the conclusion of the course of study, students will:

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World	Personalities and the times	Reconstructing the Ancient World	People, Power and Authority

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
IA1: Essay in Response to Historical Evidence - Examination	25%	IA3: Essay in response to Historical Research	25%
IA2: Independent Source Investigation	25%	External examination – Short Response	25%

Prerequisites

10 English (any)	C+
10 History	C+

Corequisites

General English or Literature

Biology

Overview

At the core of all science endeavour is the inquiry into the nature of the universe. Science uses a systematic way of thinking, involving creative and critical reasoning, in order to acquire better and more reliable knowledge. Scientists recognise that knowledge is not fixed but is fallible and open to challenge. As such, scientific endeavour is never conducted in isolation, but builds on and challenges an existing body of knowledge in the pursuit of more reliable knowledge. This collaborative process, whereby new knowledge is gained, is essential to the cooperative advancement of science, technology, health and society in the 21st century.

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Pathways

Biology is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Objectives

By the conclusion of the course of study, students will:
- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms	Maintaining the internal environment	Biodiversity and the interconnectedness of life	Heredity and continuity of life
• Cells as the basis of life • Multicellular organisms	• Homeostasis • Infectious diseases	• Describing biodiversity • Ecosystem dynamics	• DNA, genes and the continuity of life • Continuity of life on Earth

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

Prerequisites

English	C+
Science	C+
Maths	C+

Corequisites

General Maths or higher
General English or Literature

Business

G

Overview

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

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information (see Section 1.2.5). Students learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence on and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. Students evaluate strategies using criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

Pathways

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

Objectives

By the conclusion of the course of study, students will:

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business Creation	**Business Growth**	**Business Diversification**	**Business Evolution**
• Fundamentals of Business • Creation of Business Ideas	• Establishment of a Business • Entering Markets	• Competitive Markets • Strategic Development	• Repositioning a Business • Transformation of a Business

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
Summative internal assessment 1: Examination combination response	25%	Summative internal assessment 3: Extended response – feasibility report	25%
Summative internal assessment 2: Examination combination response	25%	Summative external assessment: Examination – combination response	25%

Prerequisites

English (any)	C

Corequisites

n/a

Chemistry

Overview

At the core of all science endeavour is the inquiry into the nature of the universe. Science uses a systematic way of thinking, involving creative and critical reasoning, in order to acquire better and more reliable knowledge. Scientists recognise that knowledge is not fixed but is fallible and open to challenge. As such, scientific endeavour is never conducted in isolation, but builds on and challenges an existing body of knowledge in the pursuit of more reliable knowledge. This collaborative process, whereby new knowledge is gained, is essential to the cooperative advancement of science, technology, health and society in the 21st century.

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Pathways

Chemistry is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions	Molecular interactions and reactions	Equilibrium, acids and redox reactions	Structure, synthesis and design
- Properties and structure of atoms - Properties and structure of materials - Chemical reactions — reactants, products and energy change	- Intermolecular forces and gases - Aqueous solutions and acidity - Rates of chemical reactions	- Chemical equilibrium systems - Oxidation and reduction	- Properties and structure of organic materials - Chemical synthesis and design

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Data test	10%	Summative internal assessment 3 (IA3): Research investigation	20%
Summative internal assessment 2 (IA2): Student experiment	20%		
Summative external assessment (EA): 50% Examination			

Prerequisites

Maths	C+
English	C+
Science	C+

Corequisites

General Maths or Higher
General English or Literature

Design

Overview

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

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

Students will develop an appreciation of designers and their role in society. They will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

Pathways

Design is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Objectives

By the conclusion of the course of study, students will:

- describe design problems and design criteria
- represent ideas, design concepts and design information using visual representation skills.
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- evaluate ideas to make refinements.
- propose design concepts in response to design problems.
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder-centred Design	**Commercial Design Influences**	**Human-centred Design**	**Sustainable Design Influences**
• Topic 1: Designing for others.	• Topic 1: Responding to needs and wants.	• Topic 1: Designing with empathy	• Topic 1: Responding to opportunities

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
FA1: Examination – Design Challenge	20%	FA3: Project	25%
FA2: Project	30%	FA4: Examination — Design Challenge	25%
Unit 3		**Unit 4**	
IA1: Examination — design challenge	20%	IA3: Project	25%
IA2: Project	30%	External Assessment: Examination — design challenge	25%

Prerequisites

10 Design	C
10 English	C

Corequisites

General English

Drama

G

Overview

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

Objectives

By the conclusion of the course of study, students will:

- demonstrate skills of drama
- apply literacy skills
- interpret purpose, context and text
- manipulate dramatic languages
- analyse dramatic languages
- evaluate dramatic languages

Unit 1	Unit 2	Unit 3	Unit 4
Share	Reflect	Challenge	Transform
How does drama promote shared understandings of the human experience? • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms	How is drama shaped to reflect lived experience? • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts	How can we use drama to challenge our understanding of humanity? • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts	How can you transform dramatic practice? • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
IA1: Performance	20%	IA3: Practice-led Project	35%
IA2: Dramatic Concept	20%	External Assessment: Examination	25%

Prerequisites

10 Drama	C
10 English	C

Corequisites

General English or Literature

English

Overview

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

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

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

Pathways

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

Objectives

By the conclusion of the course of study, students will:

- Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations.
- Establish and maintain roles of the writer/speaker/designer and relationships with audiences.
- Create and analyse perspectives and representations of concepts, identities, times and places.
- Make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions.
- Use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts.
- Select and synthesise subject matter to support perspectives.
- Organise and sequence subject matter to achieve particular purposes.
- . Use cohesive devices to emphasise ideas and connect parts of texts.
- Make language choices for particular purposes and contexts.
- Use grammar and language structures for particular purposes.
- Use mode-appropriate features to achieve particular purposes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and Texts	**Texts and culture**	**Textual connections**	**Close study of literary texts**
• Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts	• Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts	• Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts	• Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
IA1: Extended response — written response for a public audience	25%	IA3: Examination — imaginative written response	25%
IA2: Extended response — persuasive spoken response	25%	Summative external assessment: Examination — analytical written response	25%

Prerequisites

10 English	C

Corequisites

NIL

Food and Nutrition

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Overview

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. The food system includes the sectors of production, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching principles that have an impact on all sectors of the food system. Students will actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Food & Nutrition is a developmental course of study. In Unit 1, students develop an understanding of the chemical and functional properties of vitamins, minerals and protein-based food, as well as sensory profiling, food safety, spoilage and preservation. In Unit 2, students explore consumer food drivers, sensory profiling, labelling and food safety, and the development of food formulations. In Unit 3, students develop knowledge about the chemical, functional and sensory properties of carbohydrate- and fat-based food, and food safety, food preservation techniques and spoilage. In Unit 4, students focus on the investigation of problems for nutrition consumer markets and develop solutions for these while improving safety, nutrition, transparency and accessibility, as well as considering the wider impacts and implications of solutions.

Pathways

Food and Nutrition is a General subject suited to students who are interested in pathways beyond school that lead to further education, training and employment. A course of study in Food and Nutrition can establish a basis for further education and employment in science, technology, engineering and health.

Objectives

By the conclusion of the course of study, students will:

- recognise and describe food and nutrition facts and principles.
- explain food and nutrition ideas and problems.
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data
- generate solutions to provide data to determine the feasibility of the solution.
- evaluate and refine ideas and solutions to make justified recommendations for enhancement.
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein	Food drivers and emerging trends	Food science of carbohydrate and fat	Food solution development for nutrition consumer markets
• Topic 1: Introduction to the food system • Topic 2: Vitamins and minerals • Topic 3: Protein	• Topic 1: Consumer food drivers • Topic 2: Sensory profiling • Topic 3: Food Safety and labelling • Topic 4: Food formulation for consumers	• Topic 1: Carbohydrate • Topic 2: Fat	• Topic 1: Formulation and reformulation for nutrition consumer markets • Topic 2: Nutrition consumer markets

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
FA1: Examination – Combination Response	25%	FA3: Food and Nutrition Solution	25%
FA2: Food and Nutrition Solution	25%	FA4: Examination – Combination Response	25%
Unit 3		Unit 4	
IA1: Examination – Combination Response	25%	IA3: Food and Nutrition Solution	25%
IA2: Food and Nutrition Solution	25%	External Assessment: Examination – Combination Response	25%

Prerequisites

10 Food Technology	C
English	C

Corequisites

General English

General Mathematics

Overview

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens.

Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and act regarding social issues in their world.

The General Mathematics program is broken into 4 units. Units 1 and 2 are completed in Year 11 and formatively assessed. In Year 12, all assessment completed will be summative and combined with the results from an external exam to give students their overall result.

Pathways

General Mathematics is a subject suited to students interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in General Mathematics can establish a basis for further education and employment in fields such as social science and the arts.

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and Matrices

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations	Applied trigonometry, algebra, matrices and univariate data	Bivariate data, sequences and change, and Earth geometry	Investing and networking
• Consumer arithmetic • Shape and measurement • Linear equations and their graphs	• Applications of trigonometry • Algebra and matrices • Univariate data analysis	• Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	• Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model those which students will encounter in Units 3 and 4. In Units 3 and 4 each assessment's mark contributes to the overall grade in the subject (A to E) and the ATAR calculation. Tests will comprise of short response questions that are simple familiar, complex familiar and complex unfamiliar in nature. A mark will be given in each assessment and weighted according to Queensland Curriculum and Assessment Authority (QCAA) guidelines.

Unit 1 and 2 are formative with satisfactory results contributing I point per unit to obtaining a QCE.

The formative internal assessment for Units 1 and 2:

- one problem-solving and modelling task (20% weighting, Unit 1)
- an internal examination (15% weighting, Unit 1)
- an internal examination (15% weighting, Unit 2)
- two internal examinations that will mimic the Unit 3 and 4 external examinations (50% weighting); Paper 1: simple familiar (30% weighting) and Paper 2: complex familiar and unfamiliar (20% weighting). Both papers will test content from Units 1 and 2.

In Units 3 and 4 students complete four summative assessments. The results from each assessment are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
IA1: Problem-solving and modelling task	20%	IA3: Examination	15%
IA2: Examination	15%		
Summative external assessment (EA): Examination			50%

Prerequisites

10 Maths Methods Prep	C-
10 Maths General Prep	C+

Corequisites

Literature

Overview

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

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms. Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

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

Objectives

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs
- underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Literary Texts	Intertextuality	Literature and Identity	Independent Explorations

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
IA1 – Essay in response to textual criticism under exam conditions	25%	IA3 – Imaginative Written – Original Creative Response	25%
IA2 – Imaginative Spoken – Transformation of a Literary Text	25%	IA3 – External Examination – Essay Exam	25%

Prerequisites

Year 10 English – General or Literature Preparation	B

Corequisites

NIL

Marine Science

Overview

At the core of all science endeavour is the inquiry into the nature of the universe. Science uses a systematic way of thinking, involving creative and critical reasoning, in order to acquire better and more reliable knowledge. Scientists recognise that knowledge is not fixed but is fallible and open to challenge. As such, scientific endeavour is never conducted in isolation, but builds on and challenges an existing body of knowledge in the pursuit of more reliable knowledge. This collaborative process, whereby new knowledge is gained, is essential to the cooperative advancement of science, technology, health and society in the 21st century.

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources. In Unit 1, students develop their understanding of oceanography. In Unit 2, they engage with the concept of marine biology. In Unit 3, students study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked in Unit 4 with ocean issues and resource management where students apply knowledge from Unit 3 to consider the future of our oceans and techniques for managing fisheries. Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Pathways

Marine Science is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Objectives

By the conclusion of the course of study, students will:
- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Oceanography	Marine Biology	Marine Systems – connections and change	Ocean Issues and research management
- An ocean planet - The dynamic shore	- Marine ecology and biodiversity - Marine environmental management	- The reef and beyond - Changes on the reef	- Oceans of the future - Managing fisheries

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

Prerequisites

English	C+
Science	C+
Maths	C+

Corequisites

General Maths or higher
General English or Literature

Mathematical Methods

Overview

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. Students who undertake Mathematical Methods will see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

The Mathematical Methods program is broken into 4 units. Units 1 and 2 are completed in Year 11 and formatively assessed. In Year 12, all assessment completed will be summative and combined with the results from an external exam to give students their overall result.

Pathways

Mathematical Methods is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, Relations and their Graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, Relations and their Graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, Relations and their Graphs, Calculus and Statistics

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions	**Calculus and further functions**	**Further calculus**	**Further functions and statistics**
- Arithmetic and geometric sequences and series 1 - Functions and graphs - Counting and	- Exponential functions 2 - The logarithmic function 1 - Trigonometric functions 1 - Introduction to	- The logarithmic function 2 - Further differentiation and applications 2 - Integrals	- Further differentiation and applications 3 - Trigonometric functions 2 - Discrete random variables 2

probability	differential calculus		• Continuous random variables and the normal distribution
• Exponential functions 1	• Further differentiation and applications 1		
• Arithmetic and geometric sequences	• Discrete random variables 1		• Interval estimates for proportions

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

A mark will be given in each assessment and weighted according to Queensland Curriculum and Assessment Authority (QCAA) guidelines.

Unit 1 and 2 are formative with satisfactory results contributing I point per unit to obtaining a QCE.

The formative internal assessment for Units 1 and 2:

- one problem-solving and modelling task (20% weighting, Unit 1)

- an internal examination (15% weighting, Unit 1)

- an internal examination (15% weighting, Unit 2)

- two internal examinations that will mimic the Unit 3 and 4 external examinations (50% weighting); Paper 1: simple familiar (30% weighting) and Paper 2: complex familiar and unfamiliar (20% weighting). Both papers will test content from Units 1 and 2.

In Units 3 and 4 students complete four summative assessments. The results from each assessment are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
IA1: Problem-solving and modelling task	20%	IA3: Examination	15%
IA2: Examination	15%		
Summative external assessment (EA): Examination			50%

Prerequisites

10 Maths Methods Prep	C+

Corequisites

Physics

Modern History

Overview

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students learn that the past is contestable and tentative. They discover how the past consists of various perspectives and interpretations. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between the past, present and possible futures.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students think historically and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History P–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences.

In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, Modern History uses a model of inquiry learning.

Pathways

Modern History is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis. The skills developed in Modern History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

Objectives

By the conclusion of the course of study, students will:

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World	Movements in the Modern World	National experiences in the Modern World	International experiences in the Modern World
Australian Frontier Wars, 1788-1930s	Australian Indigenous rights movement since 1967	USA 1918-39	The Cold War, 1945-1991
Russian Revolution, 1905-1920s	Apartheid South Africa 1945-1994	Soviet Union, 1920s-1945	Australia and Vietnam

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
Summative internal assessment 1: Examination – essay in response to historical sources	25%	Summative internal assessment 3: investigation – historical essay based on research	25%
Summative internal assessment 2: Investigation – Independent source investigation	25%	Summative external assessment: Examination – short responses to historical sources	25%

Prerequisites

Year 10 English (any preparation course)	C
Year 10 History	C

Corequisites

General English or Literature

Music

G

Overview

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

In musicology, students explain music elements and concepts, analysing music in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

Pathways

Music is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology. The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Music develop transferable 21st century skills essential for many areas of employment. Specifically, the study of Music helps develop creative and critical thinking, collaboration, ICT skills, social/personal skills and communication — all of which is sought after in modern workplaces.

Objectives

By the conclusion of the course of study, students will:

- demonstrate technical skills
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music
- realise music ideas
- resolve music ideas

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs	Identities	Innovations	Narratives
Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	Through inquiry learning, the following is explored: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
IA1: Performance (20%)	20%	IA3: Project (35%)	35%
IA2: Composition (20%)	20%	External Assessment: Examination (25%)	25%

Prerequisites

10 Music	C
10 English	C
Music Theory Lessons	Recommended
Instrumental / Vocal Music Lessons	Recommended

Corequisites

General English or Literature	
Music Theory Lessons	Recommended
Instrumental / Vocal Music Lessons	Recommended

Physical Education

Overview

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

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

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

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

Pathways

Physical Education is a General subject suited to students who are interested in pathways that lead to tertiary studies, vocational education or work. A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, physiology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

Objectives

By the conclusion of the course of study, students will:

- recognise and explain concepts and principles about movement
- demonstrate specialised movement sequences and strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement make decisions about and use language conventions and mode-appropriate features for particular purposes and contexts

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity	Sport psychology, equity and physical activity	Tactical awareness, ethics and integrity and physical activity	Energy, fitness and training and physical activity
Topic 1: Motor learning integrated with a selected physical activity from one of the six categories Topic 2: Functional anatomy and biomechanics integrated with a selected physical activity from one of the six categories	Topic 1: Sports psychology integrated with a selected physical activity from one of the six categories Topic 2: Equity — barriers and enablers	Topic 1: Tactical awareness — integrated with one physical activity from either the 'Invasion' or 'Net and court' categories Topic 2: Ethics and integrity	Topic 1: Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
IA1 - Folio	25%	IA3 - Folio	30%
IA2 - Investigation	20%	EA - Examination	25%

Prerequisites

10HPE	C+

Corequisites

General English or Literature

Physics

Overview

Physics provides opportunities for students to engage with classical and modern understandings of the universe. Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves.

They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

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

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

Pathways

Physics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics	Linear motion and waves	Gravity and electromagnetism	Revolutions in modern physics
- Heating processes - Ionising radiation and nuclear reactions - Electrical circuits	- Linear motion and force - Waves	- Gravity and motion - Electromagnetism	- Special relativity - Quantum theory - The Standard Model

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Data test	10%	Summative internal assessment 3 (IA3): Research investigation	20%
Summative internal assessment 2 (IA2): Student experiment	20%		
External Examination			50%

Prerequisites

Maths Methods	C+
English	C+
Science	C+

Corequisites

Maths Methods
General English or Literature

Psychology

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Overview

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

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

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

Pathways

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

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicates understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual Development	Individual behaviour	Individual thinking	The influence of others
- Psychological science - The role of the brain - Cognitive development - Human consciousness and sleep	- Psychological science B - Intelligence - Diagnosis - Psychological disorders & treatments - Emotion and motivation	- Localisation of the function of the brain - Visual perception - Memory - Learning	- Social psychology - Interpersonal processes - Attitudes - Cross-cultural psychology

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Data test	10%	Summative internal assessment 3 (IA3): Research investigation	20%
Summative internal assessment 2 (IA2): Student experiment	20%		
External Examination			50%

Prerequisites

Maths	C+
English	C+
Science	C+

Corequisites

General Maths or Higher
General English or Literature

Specialist Mathematics G

Overview

Specialist Mathematics is designed to be taken in conjunction with Mathematical Methods because the work covered in Mathematical Methods will be required and used in Specialist Mathematics. Functions and calculus are essential for developing an understanding of the physical world. This subject (the one to rule them all) will prepare students for understanding their physical world by developing the ability to formulate and use effective models, use statistical analysis to discuss given and collected data, reach reasonable conclusions and solve complex and abstract mathematical problems using various analytical and technological tools.

Pathways

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

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and Matrices, Real and Complex numbers, Trigonometry, Statistics and Calculus
- comprehend mathematical concepts and techniques drawn from Vectors and Matrices, Real and Complex numbers, Trigonometry, Statistics and Calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and Matrices, Real and Complex numbers, Trigonometry, Statistics and Calculus

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof	Complex numbers, trigonometry, functions and matrices	Mathematical induction, and further vectors, matrices and complex numbers	Further statistical and calculus inference
- Combinatorics - Vectors in the plane - Introduction to proof	- Complex numbers 1 - Trigonometry and functions - Matrices	- Proof by mathematical induction - Vectors and matrices - Complex numbers 2	- Integration and applications of integration - Rates of change and differential equations - Statistical inference

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model the assessment for Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from

each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

A mark will be given in each assessment and weighted according to Queensland Curriculum and Assessment Authority (QCAA) guidelines.

Unit 1 and 2 are formative with satisfactory results contributing I point per unit to obtaining a QCE.

The formative internal assessment for Units 1 and 2:

- one problem-solving and modelling task (20% weighting, Unit 1)

- an internal examination (15% weighting, Unit 1)

- an internal examination (15% weighting, Unit 2)

- two internal examinations that will mimic the Unit 3 and 4 external examinations (50% weighting); Paper 1: simple familiar (30% weighting) and Paper 2: complex familiar and unfamiliar (20% weighting). Both papers will test content from Units 1 and 2.

In Units 3 and 4 students complete four summative assessments. The results from each assessment are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
IA1: Problem-solving and modelling task	20%	IA3: Examination	15%
IA2: Examination	15%		
Summative external assessment (EA): Examination			50%

Prerequisites

10 Maths Methods Prep	B

Corequisites

Mathematical Methods, Physics

Study of Religion

This subject can be delivered remotely if there is insufficient demand

Overview

Study of Religion is the investigation and study of religious traditions and how religion has influenced, and continues to influence, people's lives. As religions are living traditions, a variety of religious expressions exist within each tradition. Religious beliefs and practices also influence the social, cultural and political lives of people and nations. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in a pluralist society.

In this subject, students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion. These are explored through sacred texts and religious writings that offer insights into life, and the rituals that mark significant moments and events in the religion itself and the lives of adherents. Sacred texts, religious writings and rituals provide the foundations for understanding religious ethics and the ways religion functions in society and culture.

Throughout the course of study, students engage with an inquiry approach to learning about religions, their central beliefs and practices, and their influence on people, society and culture. As a result, a logical and critical approach to understanding the influence of religion should be developed, with judgments supported through valid and reasoned argument. This contributes to the development of a range of transferable thinking and processing skills that will help students to live and work successfully in the 21st century.

Study of Religion allows students to develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields. The subject contributes to students becoming informed citizens, as religion continues to function as a powerful dimension of human experience. Through recognising the factors that contribute to different religious expressions, students develop empathy and respect for the ways people think, feel and act religiously, as well as a critical awareness of the religious diversity that exists locally and globally.

Pathways

Study of Religion is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Study of Religion can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

Objectives

By the conclusion of the course of study, students will:

- describe the characteristics of religion and religious traditions
- demonstrate an understanding of religious traditions
- differentiate between religious traditions
- analyse perspectives about religious expressions within traditions
- consider and organise information about religion
- evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture
- create responses that communicate meaning to suit purpose

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Sacred texts and religious writings	Religion and ritual	Religious Ethics	Religion, rights and the nation-state
• Topic 1 – Sacred Texts • Topic 2: Abrahamic Traditions	• Topic 1 – Lifecycle rituals • Topic 2 – Calendrical rituals	• Topic 1 – Social Ethics • Topic 2 – Ethical relationships	• Religion and the nation-state • Religion and human rights

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
IA1: Extended response	15%	IA3: Investigation – Inquiry Response	35%
IA2: Investigation – Inquiry Response	25%	External Assessment: Examination – short response	25%

Prerequisites

10 English	C+
10 History	C+
10 Religion	C+

Corequisites

General English or Literature

Visual Arts

Overview

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Objectives

By the conclusion of the course of study, students will:

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate influences
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens	Art as code	Art as knowledge	Art as alternate
Through inquiry learning, the following are explored: • Concept: lenses to	Through inquiry learning, the following are explored: • Concept: art as a	Through inquiry learning, the following are explored: • Concept: constructing	Through inquiry learning, the following are explored: • Concept: evolving

explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based	coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based	knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed	alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
IA1: Investigation — inquiry phase 1	15%	IA3: Project — inquiry phase 3	35%
IA2: Project — inquiry phase 2	25%	External Assessment: Examination	25%

Prerequisites

10 Visual Art	C
10 English	C

Corequisites

General English or Literature

Aquatic Practices

Overview

Aquatic Practices provides opportunities for students to explore, experience and learn concepts and practical skills valued in aquatic workplaces and other settings. Learning in Aquatic Practices involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

Aquatic Practices students apply scientific knowledge and skills in situations to produce outcomes. Students build their understanding of expectations for work in aquatic settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to aquatic activities.

Projects and investigations are key features of Aquatic Practices. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike aquatic contexts.

By studying Aquatic Practices, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.

Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical aquatic situations.

Pathways

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

Objectives

- Describe ideas and phenomena.
- Execute procedures.
- Analyse information.
- Interpret information.
- Evaluate conclusions and outcomes.
- Plan investigations and projects.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Unit E - Using the Aquatic Environment	Unit C - Recreational and commercial fishing	Unit B – Coastlines and navigation	Unit A - Aquatic ecosystems
• Explore aquatic environments safely • Investigate specialised equipment • Investigate industry vocation • Analyse recreational and commercial activities and related policy	• Explore fishing techniques • Investigate sustainable fisheries management techniques • Analyse fishing techniques • Evaluate fishing techniques and police	• Observe wave and current properties • Model geological features • Explore weather and navigation • Interpret parks, wildlife and zoning legislation	• Explore aquatic biodiversity and ecosystems • Gain awareness of cultural significance of waterways • Develop conservation and management techniques • Evaluate current management techniques

Assessment

All four units are summative

Unit 3 – Coastlines & navigation		Unit 4 – Aquatic Ecosystems	
B1 – Applied Investigation	25%	A1 – Applied Investigation	25%
B2 - Practical project	25%	A2 - Practical project	25%

Essential English

Overview

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how the language they engage with positions them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts.

Pathways

Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

1. use patterns and conventions of genres to suit particular purposes and audiences
2. use appropriate roles and relationships with audiences
3. construct and explain representations of identities, places, events and concepts
4. make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
5. explain how language features and text structures shape meaning and invite particular responses
6. select and use subject matter to support perspectives

7. sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
8. make mode-appropriate language choices according to register informed by purpose, audience and context
9. use language features to achieve particular purposes across modes.

Structure

Essential English is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Students who complete this course of study with a grade of C or better will meet the literacy requirement for QCE and should also be able to demonstrate reading, writing and oral communication competencies equivalent to the Australian Core Skills Framework (ACSF) Level 3.

Unit 1	Unit 2	Unit 3	Unit 4
Language that works	Texts and human experiences	Language that influences	Representations and popular culture texts
Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts	• Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	• Responding to popular culture texts • Creating representations of Australian identities, places, events and concepts

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments.

Unit 3		Unit 4	
IA1: Extended response — spoken/signed response	25%	IA3: Extended response — multimodal response	25%
IA2: Common internal assessment	25%	IA4: Extended response — written response	25%

Essential Mathematics A

Overview

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

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

Pathways

Essential Mathematics is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

1. select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
2. comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
3. communicate using mathematical, statistical and everyday language and conventions
4. evaluate the reasonableness of solutions
5. justify procedures and decisions by explaining mathematical reasoning
6. solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Structure

Essential Mathematics is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Students who complete this course of study with a grade of C or better will meet the numeracy requirement for QCE and should also be able to demonstrate numeracy competencies equivalent to the Australian Core Skills Framework (ACSF) Level 3.

Subject matter that is denoted by '[complex]' is complex and indicates alignment to ACSF Level 4 or higher. All other subject matter is simple and indicates alignment to ACSF Level 3.

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs	Money, travel and data	Measurement, scales and data	Graphs, chance and loans
• Fundamental topic: Calculations • Number • Representing data • Graphs	• Fundamental topic: Calculations • Managing money • Time and motion • Data collection	• Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data	• Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • Loans and compound interest

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments.

Unit 3		Unit 4	
Problem solving and modelling task	25%	Problem solving and modelling task	25%
Common Internal Assessment	25%	Examination	25%

Hospitality Practices

Overview

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn.

1. Demonstrate practices, skills and processes.
2. Interpret briefs.
3. Select practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Casual Dining	Bar and Barista Basics	Culinary Trends	In-House Dining

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
Practical Demonstration	25%	Practical Demonstration	25%
Project	25%	Project	25%

Information Communication and Technology

Overview

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.

Pathways

A course of study in Information and Technology can establish a basis for further education and employment in the IT sectors of software development, network administration, cybersecurity, and data analysis. Students could pursue further studies in computer science, information systems, data science, or IT management, which allows for specialisation.

Objectives

The syllabus objectives outline what students have the opportunity to learn.

1. Demonstrate practices, skills and processes.
2. Interpret client briefs and technical information.
3. Select practices and processes.
4. Sequence processes.
5. Evaluate processes and products.
6. Adapt processes and products.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Layout and Publishing	Web Development	Digital Imaging and Processing	App Development

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
Practical Demonstration	25%	Practical Demonstration	25%
Project	25%	Project	25%

Industrial Technology Skills

Overview

Industrial Technology Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts in a range of industrial sector industries, including building and construction, engineering and furnishing. Industry practices are used by industrial sector enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills of the core learning in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries, and help students understand the different careers available. With additional training and experience, potential employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

Objectives

1. Demonstrate practices, skills and processes.
2. Interpret drawings and technical information
3. Select practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Furnishing Skills	Furnishing Skills	Engineering Skills	Building and Construction
Furniture Making	Interior Furnishing	Welding and Fabrication	Framming and Cladding

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
Practical Demonstration	25%	Practical Demonstration	25%
Project	25%	Project	25%

Religion and Ethics

Overview

Religion and Ethics enhances students' understanding of how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues. It allows for flexible courses of study that recognise the varied needs and interests of students through investigating topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice. The course also explores how these topics are dealt with in various religious, spiritual and ethical traditions.

In the context of this syllabus, religion is understood as a faith tradition based on a common understanding of beliefs and practices; spirituality refers to a transcendent reality that connects a person with humanity and the universe. The term ethics refers to a system of moral principles; the rules of conduct or approaches to making decisions for the good of the individual and society. In a religious sense, beliefs are tenets, creeds or faiths; religious belief is belief in a power or powers that influence human behaviours.

Religion and Ethics focuses on the personal, relational and spiritual perspectives of human experience. It enables students to investigate and critically reflect on the role and function of religion and ethics in society. Within this syllabus, the focus is on students gaining knowledge and understanding, on developing the ability to think critically, and to communicate concepts and ideas relevant to their lives and the world in which they live.

Pathways

A course of study in Religion and Ethics can establish a basis for further education and employment in any field, as it helps students develop the skills and personal attributes necessary for engaging efficiently, effectively and positively in future life roles. It provides them with opportunities to gain knowledge and understanding of themselves as human beings, to clarify their personal beliefs and ethical values, and to assess their personal choices, vision and goals. It helps students develop an understanding of themselves in the context of their family, their community and the workplace.

Objectives

The objectives for a course of study in this subject are:

- Explain religious, spiritual and ethical principles and practices.
- Examine religious, spiritual and ethical information.
- Apply religious, spiritual and ethical knowledge.
- Communicate responses.
- Evaluate projects.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
World Religions (Completed in Year 10)	Sacred Stories	Peace	Social Justice

Assessment

Unit 3		Unit 4	
Extended Response	25%	Extended Response	25%
Project	25%	Project	25%

Sport and Recreation

Overview

The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as those active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

Pathways

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

Objectives

- Investigate activities and strategies to enhance outcomes.
- Plan activities and strategies to enhance outcomes.
- Perform activities and strategies to enhance outcomes.
- Evaluate activities and strategies to enhance outcomes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Challenge in the Outdoors	Coaching and Officiating	Fitness for Sport and Recreation	Community Recreation
Explore various outdoor activities including camping, orienteering, bushwalking, navigational skills, bushcraft, canoeing, fishing, cycling and climbing.	Explores coaching and officiating, in safe and inclusive environments, investigating best practices, planning strategies, to develop important character traits for coaches and officials.	Explores fitness and training in sport and recreation, focusing on developing skills and knowledge for organising and structuring fitness programs. Students will gain insights into fitness, training methods in fitness-related activities.	Explore community recreation activities and their importance in promoting wellbeing and building social connections.

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
F1 - Practical Demonstration	25%	D1 - Practical Demonstration	25%
F2 - Project	25%	D2 - Project	25%

Visual Arts in Practice

Overview

Visual Arts in Practice foregrounds the role visual arts plays in the community and how students may become involved in community arts activities. This subject focuses on students engaging in art-making processes and making virtual or physical visual artworks for a purpose. This occurs in two to four of the following areas — 2D, 3D, digital and 4D, design, and craft. Students may create images, objects, environments or events to communicate aesthetic meaning. The aesthetic meaning will be conveyed in response to a particular purpose and for a particular audience. While this will always be personal, the student may also be asked to consider, use or appropriate aesthetic qualities from various sources, cultures, times and places. Students' perspectives and visual literacies are shaped by these aesthetic considerations when creating communications and artworks.

In each area of study they undertake, students of Visual Arts in Practice develop and apply knowledge, understanding and skills from three core topics — 'Visual mediums, technologies and techniques', 'Visual literacies and contexts' and 'Artwork realisation'.

Pathways

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

Objectives

- Use Visual Arts practices.
- Plan artworks
- Communicate ideas
- Evaluate artworks

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Looking inwards	Looking outwards	Clients	Transform and extend

Assessment

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
Project	25%	Project	25%
Resolved Artwork	25%	Resolved Artwork	25%

Qualification
SIS20122 Certificate II in Fitness

Registered Training Organisation
40939 University of Central Queensland

Entry Requirements
Students are required to complete the bksb (basic key skills builder) online literacy and numeracy assessment prior to enrolment unless the student has completed an equal or higher level course.

Learning Experiences
Mixed – a combination of face-to-face and online learning
Work-based learning
Field trips

Pathways
This qualification allows individuals to develop basic functional knowledge and skills for work in customer contact positions in the sport or community recreation industry. These individuals are competent in a range of administrative activities and functions within a team and under supervision. They are involved in mainly routine and repetitive tasks using practical skills and basic sport and recreation industry knowledge.
They work in locations such as sport and recreation centres or facilities, and leisure and aquatic centres assisting with the conduct of recreation activities, and facility maintenance and operations.
Possible job titles include:
- community activities assistant
- customer service assistant
- leisure assistant
- recreation assistant
- retail assistant
- grounds assistant
- facility assistant.

Qualification Structure
Units
HLTAID011	Provide first aid
HLTWHS001	Participate in workplace health and safety
SISXXEMR003	Respond to emergency situations
SISXCCS004	Provide quality service
SISXFAC006	Maintain activity equipment
SISXFAC007	Maintain clean facilities
BSBPEF301	Organise personal work priorities
BSBXTW301	Work in a team
SISXIND011	Maintain sport, fitness and recreation industry knowledge
SISOFD001	Assist in conducting recreation sessions

Dual Qualification (Certificate II in Sport and Recreation is completed in Year 11 and Certificate III in Fitness is completed in Year 12)

The fitness dual qualification pathway opportunity is a combination of the Certificate II in Sport and Recreation (VETiSfunded course) and Certificate III in Fitness. The Certificate II in Sport and Recreation credits units across to the Certificate III in Fitness, reducing the cost of the Certificate III.

Delivered through a Third Party arrangement

Students must successfully complete all Units of Competency to achieve the Certificate II in Sport and Recreation.

Assessment

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

Service Agreement

This is a 2-year course delivered in Year 11 and 12 at MacKillop Catholic College. The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change (July, 2024).

Qualification
SIS30321 Certificate III in Fitness

Registered Training Organisation
40939 University of Central Queensland

Entry Requirements
Students are required to complete the bksb (basic key skills builder)
online literacy and numeracy assessment prior to enrolment unless the student has completed an equal or higher level course.

Learning Experiences
A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training
- field trips

Pathways
This qualification reflects the role of group and gym fitness instructors. The qualification provides a pathway to work as a
fitness instructor in settings such as fitness facilities, gyms and leisure and community centres.

Fees
SIS20122 Certificate II in Sport and Recreation is available under the department's VETiS funding for eligible students who currently do not hold and have not previously been enrolled in a VETiS funded qualification. Whilst the SIS30321
Certificate III in Fitness is fee-for-service and will cost $360 (8 units @ $45 per unit). Student fees will be collected by the
school prior to commencement of training.

Qualification Structure
Units

SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
BSBOPS304	Deliver and monitor a service to customers
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT052	Provide healthy eating information

* HLTWHS001   Participate in workplace health and safety
* SISXEMR003   Respond to emergency situations
* SISXFAC006   Maintain activity equipment
* SISXFAC007   Maintain clean facilities
* BSBPEF301   Organise personal work priorities
* BSBXTW301   Work in a team
* HLTAID011   Provide first aid

(*7 units will be Credit Transfers into SIS30321 once successfully completed within SIS20122)

The fitness dual qualification pathway opportunity is a combination of the Certificate II in Sport and Recreation (VETiSfunded course) and Certificate III in Fitness. The Certificate II in Sport and Recreation credits units across to the Certificate III in Fitness, reducing the cost of the Certificate III.

Delivered through a Third Party arrangement

Students must successfully complete all Units of Competency to achieve the Certificate III in Fitness.

Assessment
Assessment is competency based. Assessment techniques include:
- observation
- folios of work
- questioning
- projects
- written and practical tasks.

Service Agreement
This is a 2-year course delivered in Year 11 and 12 at MacKillop Catholic College. The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change (July, 2024).

Qualification
10971NAT Certificate IV in Justice Studies

Registered Training Organisation
32123 Unity College

Cost
$750 up-front fee (current at 30 th September 2022)

Entry Requirements
Academic - There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.
Attitude – students need to demonstrate independent learning skills
Students may be required to undertake an LLN test to determine suitability and any support needs.

Learning Experiences
Content is delivered in a classroom environment through Legal Studies/Certificate IV in Justice Studies classes or via an online plus face-to face/Zoom meetings. Course content is provided by the trainer and assessor. This can be in the format of online reading and activities, video/face-to-face workshops.
Technology required: access to the internet

Pathways
The Certificate IV in Justice Studies is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.
Qualification Structure

Qualification Structure
Core Units
NAT10971001   Provide information and referral advice on justice-related issues
NAT10971002   Prepare documentation for court proceedings
NAT10971003   Analyse social justice issues
BSBXCM401   Apply communication strategies in the workplace
PSPREG033   Apply Regulatory Powers
BSBLEG421   Apply understanding of the Australian Legal System

Elective Units
BSBPEF402   Develop personal work priorities
BSBLEG523   Apply legal principles in tort law matters
PSPREG010   Prepare a brief of evidence
BSBLDR414   Lead team effectiveness or

PSPREG039   Gather Information through interviews

Delivered through a Third Party arrangement

Students must successfully complete all Units of Competency to achieve the Certificate IV in Justice Studies.

Assessment

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; Written projects, Online quizzes, Observation of skills, Oral and written questions.

Service Agreement

This is a 2-year course delivered in Year 11 and 12 at MacKillop Catholic College. The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change (July, 2024).

Further Information

Refund Policy: Refund for students exiting a certificate course is on prorate basis related to the unit/s of competency covered (less a $50.00 administration fee).
Students must have evidence of the reason/s why exit from the course is being sought (e.g. a medical certificate or show extreme personal hardship). Applications for refund are made to the Unity College Principal and are at the discretion of the Principal.

Qualification
CHC30121 Certificate III in Early Childhood Education and Care

Registered Training Organisation
30857 Cairns Training Academy

Cost
NIL – Students complete this as part of a school-based traineeship.

NATIONALLY RECOGNISED TRAINING

Entry Requirements
Pass in Year 9 Math and English. Student will need to pass a LLN test (Literacy and Numeracy test)

Course Details
This qualification reflects the role of educators in early childhood education and care who work in regulated children's education and care services in Australia. They support children's wellbeing, and development in the context of an approved learning framework. Educators use a range of well-developed skills and knowledge and must apply discretion and judgment to the application of these when carrying out their work in the context of established policies and procedures. They may work independently or under the guidance of others, though in some contexts that guidance may not be on-site. Early childhood educators work in long day care centres, family day care, pre-schools or kindergartens. Under the Education and Care Services National Law (2011) the Australian Children's Education and Care Quality Authority (ACECQA) publishes lists of approved early childhood education and care qualifications and information regarding regulatory requirements here: www.acecqa.gov.auAll persons (Employees and Volunteers) will require a Blue Card https://www.bluecard.qld.gov.au/ To achieve this qualification, the individual must have completed a total of least 160 hours of work in a regulated children's education and care service in Australia as detailed in the Assessment Requirements of the units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours. Student Selection Persons with the language, literacy & numeracy skills to fulfil their job role & complete course AND students must meet industry vaccination mandates.

Pathways
Early Childhood Educator
CHC30121 is a prerequisite for Diploma of Early Childhood Education and Care

Qualification Structure
Core Units
CHCECE030	Support inclusion and diversity
CHCECE031	Support Children's health, safety and well being
CHCECE032	Nurture babies and toddlers
CHCECE033	Develop positive and respectful relationships with children
CHCECE034	Use an approved learning framework to guide practice

CHCECE035   Support the holistic learning and development of children
CHCECE036   Provide experiences to support children's play and learning
CHCECE037   Support children to connect with the natural environment
CHCECE038   Observe children to inform practice
CHCECE054   Encourage understanding of Aboriginal and/or Torres Strait Islander people culture
CHCECE055   Meet legal and ethical obligations in children's education and Care
CHCECE056   Work effectively in children's education and care
CHCPRT025   Identify and report children and young people at risk
HLTAID012   Provide an emergency first aid response in an education and care setting
HLTWHS001   Participate in work health and safety

Elective Units
HLTFSE001   Follow basic food safety practices
CHCPRP003   Reflect on and improve own professional practice

Delivered through a Third Party arrangement

Students must successfully complete all Units of Competency to Achieve the Certificate III in Early Childhood Education and Care

Delivery Mode and Assessment
Teachers (School-based trainer/assessors) will deliver the training and assess competence following the RTO (Cairns Training Academy) procedures. Students will access learning resources and assessments on-line to gain the underpinning knowledge in addition to learning and demonstrating the practical skills in a regulated Early Childhood setting during 160 hours of mandatory placement. Teachers (School-based trainer/assessors) will determine competence against each unit by following CTA guidelines which includes through gathering evidence from the workplace supervisor that demonstrates the student is competent in both the underpinning knowledge and the practical skills.

Service Agreement
This is a 2-year course delivered in Year 10, 11 and 12. MacKillop Catholic College offers this course as part of a **school based traineeship.** The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change (July, 2024).

Qualification
HLT33021 Certificate III in Allied Health Assistance

Registered Training Organisation
30857 Cairns Training Academy

Cost
NIL – Students complete this as part of a school-based traineeship.

Entry Requirements
Pass in Year 9 Math and English. Student will need to pass a LLN test (Literacy and Numeracy test)

Course Details
This qualification reflects the role of a new worker wanting to become an Allied Health Assistant and gain entry to the aged care, disability, and other health sectors. They may provide assistance, under the delegation and supervision of Allied Health Professionals (AHP).
Supervision may be direct, indirect, or remote, according to the individual Allied Health Assistant's scope of practice and experience.
To achieve this qualification, the candidate must have completed at least 120 hours of clinical placement as detailed in the Assessment Requirements of the units of competency.
No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Pathways
Allied Health Assistant
Certificate IV in Allied Health Assistance
Allied Health Professional

Qualification Structure
Core Units
BSBMED301	Interpret and apply medical terminology appropriately
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTAHA027	**Assist with an allied health program 120 hours industry placement**
HLTAHA049	**Recognise impact of health conditions 120 hours industry placement**
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTWHS001	Participate in workplace health and safety

Elective Units
HLTAID011	Provide first aid
CHCCCS002	Assist with movement
CHCAGE007	Recognise and report risk of falls
CHCCCS020	Respond effectively to behaviours of concern
HLTAAP001	Recognise healthy body systems

Delivered through a Third Party arrangement

Students must successfully complete all Units of Competency to Achieve the Certificate III in Allied Health Assistance

Delivery Mode and Assessment

The course knowledge is delivered and assessed online, Concurrent to gaining knowledge you will either be volunteering in an allied health setting to learn, and practice the practical skills imbedded into the course. Evidence relating to your practical skills is gathered by the assessor and involves a mix of observations, supervisor reports and projects, depending on the unit requirements.

Service Agreement

This is a 2-year course delivered in Year 10, 11 and 12. MacKillop Catholic College offers this course as part of a **school based traineeship.** The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change (July, 2024).

Qualification
CHC33021 Certificate III in Individual Support (Disability)

Registered Training Organisation
30857 Cairns Training Academy

Cost
NIL – Course completed as part of a school-based traineeship

Entry Requirements
Year 9 pass in English and Mathematics
Persons with the language, literacy and numeracy skills to fulfil their job role
and be currently employed or can secure a Placement as a Disability Support Worker.
(Confirmation from Employer required) Learning Experiences.

Course Details
This qualification reflects the role of workers who assist teachers and support student learning in a range of classroom settings. They complete general administrative as well as operational tasks to support students with learning under the guidance of a teacher or other educational professional. Work requires use of discretion and judgement within the boundaries of established policies and procedures.
Education support workers work mainly with students in classroom settings in primary or secondary schools, as defined by State/Territory legislation. To achieve this qualification, the individual must have completed a total of least 100 hours of work in a classroom environment catering to primary or secondary school students, within at least one school in Australia as detailed in the Assessment Requirements of units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours. No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication. Education setting - Classroom settings in primary or secondary schools, as defined by State/Territory legislation.
At MacKillop Catholic College this can be completed as part of a **school-based traineeship**.

Pathways
Teacher aide

Qualification Structure
Core Units
CHCDIV001	Work with diverse people
CHCEDS033	Meet legal and ethical obligations in an education support environment
CHCEDS034	Contribute to the planning and implementation of educational programs
CHCEDS035	Contribute to student education in all developmental domains
CHCEDS036	Support the development of literacy and oral language skills
CHCEDS037	Support the development of numeracy skills
CHCEDS060	Work effectively with students and colleagues
CHCEDS059	Contribute to the health, safety and wellbeing of students
CHCEDS057	Support students with additional needs in the classroom environment

CHCEDS061   Support responsible student behaviour

Elective Units
HLTAID0011   Provide Fist Aid
CHCPRT025   Identify and report children and young people at risk
HLTWHS001   Participate in workplace health and safety
CHCEDS048   Work with students in need of additional learning support
CHCEDS041   Set up and sustain learning areas
Delivered through a Third Party arrangement

Students must successfully complete all Units of Competency to Achieve the Certificate III in Individual Support (Disability)

Delivery Mode
Online with support from CTA Trainers and Assessors

Assessment and Delivery
The course knowledge is delivered and assessed online, Concurrent to gaining knowledge you will either be working or volunteering in the disability sector to learn, and practice the practical skills imbedded into the course. Evidence relating to your practical skills is gathered by the assessor and involves a mix of observations, supervisor reports and projects, depending on the unit requirements.

Service Agreement
This is a 2-year course delivered in Year 10, 11 and 12. MacKillop Catholic College offers this course as part of a **school-based traineeship.** The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change (July, 2024).

Qualification
CHC30221 Certificate III in Education School Based Support

Registered Training Organisation
30857 Cairns Training Academy

Cost
NIL – Course completed as part of a school-based traineeship

Entry Requirements
Year 9 pass in English and Mathematics
Persons with the language, literacy and numeracy skills to fulfil their job role
and be currently employed or can secure a Placement as a Disability Support Worker.
(Confirmation from Employer required) Learning Experiences.

Course Details
This qualification reflects the role of individuals in the community, home or residential care setting who work under supervision and delegation as a part of a multi-disciplinary team, following an individualised plan to provide person-centred support to people who may require support due to ageing, disability or some other reason. These individuals take responsibility for their own outputs within the scope of their job role and delegation. Workers have a range of factual, technical and procedural knowledge, as well as some theoretical knowledge of the concepts and practices required to provide person-centred support.
The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.
At MacKillop Catholic College this is completed as part of a **school-based traineeship**.

Pathways
Disability support worker

Qualification Structure
Core Units
CHCCCS031   Provide individualised support
CHCCCS038   Facilitate the empowerment of people receiving support
CHCCCS040   Support independence and wellbeing 120 hours
CHCCCS041   Recognise healthy body systems
CHCCOM005   Communicate and work in health or community services
CHCDIV001   Work with diverse people
CHCLEG001   Work legally and ethically
HLTINF006   Apply basic principles and practices of infection prevention and control
HLTWHS002   Follow safe work practices for direct client care

Elective Units
CHCDIS011   Contribute to ongoing skills development using a strengths-based approach
CHCDIS012   Support community participation and social inclusion
CHCDIS020   Work effectively in disability support

HLTAID011   Provide First Aid
CHCCCS042   Prepare meals
CHCCCS033   Identify and report abuse

Delivered through a Third Party arrangement

Students must successfully complete all Units of Competency to Achieve the Certificate III in Education School Based Support

Delivery Mode
Online with support from CTA Trainers and Assessors

Assessment and Delivery
The course knowledge is delivered and assessed online, Concurrent to gaining knowledge you will either be working or volunteering in the disability sector to learn, and practice the practical skills imbedded into the course. Evidence relating to your practical skills is gathered by the assessor and involves a mix of observations, supervisor reports and projects, depending on the unit requirements.

Service Agreement
This is a 2-year course delivered in Year 10, 11 and 12. MacKillop Catholic College offers this course as part of a **school-based traineeship.** The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change (July, 2024).

Qualification
MEA20518 Certificate in Aircraft Line Maintenance

Registered Training Organisation
30770 Aviation Australia

Entry Requirements
Pass in Year 9 English and Mathematics, last school report card required.
Queensland residency (at time of enrolment) Australian or New Zealand
citizenship or permanent residency.

Learning Experiences
The Certificate II in Aircraft Line Maintenance provides the basic level knowledge and skills
required to perform a range of specified maintenance tasks on aircraft on a flight line or at
the departure gate. This course is theory based with practical knowledge and skills being
taught by qualified trainers in the industry.

Pathways
Apprenticeship in Aircraft Line Maintenance
Perform a range of specified maintenance tasks on aircraft
Aircraft Maintenance Engineer (AME)
Licenced Aircraft Maintenance Engineer (LAME)

Cost
NIL

Qualification Structure
Core Units

MEA107	Interpret and use aviation maintenance industry manuals and specifications
MEA117	Apply self in the aviation maintenance environment
MEA119	Perform administration processes to prepare for certification of civil aircraft A level line maintenance
MEA154	Apply work health and safety practices in aviation maintenance
MEA155	Plan and organise aviation maintenance work activities
MEA156	Apply quality standards during aviation maintenance activities
MEA157	Complete aviation maintenance industry documentation
MEA158	Perform basic hand skills, standard trade practices and fundamentals in aviation maintenance
MEA264	Remove and install aircraft electrical/avionic components during line maintenance
MEA265	Remove and install general aircraft electrical hardware
MEA295	Use electrical test equipment to perform basic electrical tests on aircraft components
MEA344	Remove and install aircraft components
MEA418	Perform basic repair of aircraft internal fittings during line maintenance
MSMENV272	Participate in environmentally sustainable work practices

Elective Units

MEA345   Perform scheduled line maintenance activities on gas turbine engine fixed wing aircraft

Delivered through a Third Party arrangement

Students must successfully complete all Units of Competency to Achieve the Certificate II in Aircraft Line Maintenance

Delivery Mode

Face-to-face, one day per week at Cairns Airport

Assessment

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; Written projects, Online quizzes, Observation of skills, Oral and written questions.

Service Agreement

This is a 1-year course delivered in Year 10 and 11 at Aviation Australia, Cairns Airport. The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change (July, 2024).

Qualification
UEE22020 Certificate II in Electrotechnology (Career Start)

Registered Training Organisation
6139 Major Training

Entry Requirements
Students are required to undertake a Pre-Training Review prior to enrolment
occurring due to the he high level of numeracy required throughout the qualification

Cost
Nil

Learning Experiences
Face to face training
Simulated workplace activities

Pathways
If you are looking to become a qualified electrician, this pathway course in UEE2202 - Certificate II in Electrotechnology (Career Start) is a pre-apprenticeship program to UEE30820- Certificate III in Electrotechnology Electrician qualification.

Qualification Structure
Units
UEECD0007	Apply work health and safety regulations, codes and practices in the workplace
CPCWHS1001	Prepare to work safely in the construction industry
UEECD0019	Fabricate, assemble and dismantle industrial components
UEECD0020	Fix and secure electrotechnology equipment
UEECD0038	Provide solutions and report on routine electrotechnology problems
UEECD0046	Solve problems in single path circuits
UEECD0009	Carry out routine work activities in an energy sector environment
UEECD0021	Identify and select components, accessories and materials for energy sector work activities
UEECO0002	Maintain documentation
UEECD0052	Use routine equipment/plant/technologies in an energy sector environment
UEERE0021	Provide basic sustainable energy solutions for energy reduction in residential premises
UEEAS0001	Assemble electronic components
UEEAS0004	Select electronic components for assembly

Delivered through a Third Party arrangement

Students must successfully complete all Units of Competency to Achieve the Certificate II in Electrotechnology (Career Start)

Delivery Mode
Face to face weekly at Major training office

Assessment
Evidence contributing towards competency will be collected throughout the program.
This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; Written projects, Online quizzes, Observation of skills, Oral and written questions.

Requirements
Students are required to undertake a Pre-Training Review prior to enrolment occurring due to the high level of numeracy required throughout the qualification.

Service Agreement
This is a 1-year course delivered in Year 10, 11 and 12 at MacKillop Catholic College. The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change (July, 2024).

Qualification
CPC10120 Certificate I in Construction

Registered Training Organisation
40928 MiHaven Training

Entry Requirements
- Be enrolled in secondary School (years 10, 11 or 12)
- Be an Australian or New Zealand citizen or Australian permanent resident (including humanitarian entrants), or a temporary resident with the necessary visa and work permits on the pathway to permanent residency.
- Have not already accessed and exhausted VETiS funding. VETiS funding is only available for one qualification for each student.
- Not be enrolled in another qualification (not including foundations skills training)

Cost
Nil

Learning Experiences
Face to face training
Simulated workplace activities

Pathways
This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

Qualification Structure
Core Units

CPCWHS1001   Prepare to work safely in the construction industry
CPCCWHS2001   Apply WHS requirements, policies and procedures in the construction industry
CPCCCM1011   Undertake basic estimation and costing
CPCCCM2004   Handle construction materials
CPCCCM2005   Use construction tools and equipment
CPCCOM1012   Work effectively and sustainably in the construction industry
CPCCOM1013   Plan and organise work
CPCCVE1011   Undertake a basic construction project

Elective Units

CPCCOM1015   Carry out measurements and calculations

CPCCCM2006   Apply basic levelling procedures
CPCCOM2001   Read and interpret plans and specification

The unit CPCWHS1001 Prepare to work safely in the construction industry is designed to meet WHS regulatory authority requirements for WHS induction and must be achieved before access to any building and construction work site. Elective units can be customised to suit desired outcomes.

Delivered through a Third Party arrangement

Students must successfully complete all Units of Competency to Achieve the Certificate I in Construction

Delivery Mode
Face to face weekly at MiHaven Training Centre

Assessment

Evidence contributing towards competency will be collected throughout the program.
This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; Written projects, Online quizzes, Observation of skills, Oral and written questions.

Requirements
NIL

Service Agreement

This is a Semester course delivered in Year 10, 11 and 12 at MacKillop Catholic College. The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change (July, 2024).

Qualification
SIT01222 Certificate II in Hospitality

Registered Training Organisation
30978 Blueprint Career Development

Entry Requirements
Pass in Year 9 Mathematics and English
A Literacy, Language and Numeracy Assessment will be conducted prior to student enrolment

Cost
Nil

Learning Experiences
Face to face training
Online activities and quizzes
Simulated workplace activities
Projects and work placement

Pathways
This qualification is perfect for school students who are just getting started in hospitality. It develops basic skills to handle routine operational tasks, all under direct supervision.

Job Opportunities may include:
Barista
Bartender
Concierge
Event assistant
Food and beverage assistant
Gaming assistant
Kitchen assistant
Receptionist

Qualification Structure
Units
SITXFSA005	Use hygienic practices for food safety
SITXWHS005	Participate in safe work practices
BSBPEF101	Plan and prepare for work readiness
HLTAID011	Provide first aid
SITHCCC028	Prepare appetisers and salads
SITHFAB027	Serve food and beverage
SITHGAM022	Provide responsible gambling services
SITHIND005	Use hygienic practices for hospitality service
BSBTWK201	Work effectively with others
SITHCCC024	Prepare and present simple dishes
SITXCCS011	Interact with customers

SITHFAB021   Provide responsible service of alcohol
SITXCOM007   Show social and cultural sensitivity
SITHFAB025   Prepare and serve espresso coffee
SITHCCC025   Prepare and present sandwiches
SITHFAB024   Prepare and serve non-alcoholic beverages
SITHIND006   Source and use information on the tourism and travel industry
SITHIND007   Use hospitality skills effectively

**This is an example delivery plan only and is subject to change to meet individual school requirements.

Delivered through a Third Party arrangement

Students must successfully complete all Units of Competency to Achieve the Certificate II in Hospitality

Delivery Mode
Face to face and online at MacKillop Catholic College.

Assessment
Evidence contributing towards competency will be collected throughout the program.
This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; Written projects, Online quizzes, Observation of skills, Oral and written questions.

Requirements
NIL

Additional Notes
This course also includes:
Develop key competencies for immediate employability in a licensed venue - RSA & RSG
Engage in a minimum of 12 hospitality service periods
Exclusive access to our immersive learning environment – Bluey's Café
Student opportunities to take part in a 5-star Hospitality Experience Program

Service Agreement
This is a 1 year course delivered in Year 11 at MacKillop Catholic College. The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change (July, 2024).

Qualification
BSB10120 Certificate I in Workplace Skills

Registered Training Organisation
30978 Blueprint Career Development

Entry Requirements
Pass in Year 9 Mathematics and English
A Literacy, Language and Numeracy Assessment will be conducted prior to
student enrolment

Cost
Nil

Learning Experiences
Face to face training
Online activities and quizzes
Simulated workplace activities and projects

Pathways
This qualification is crafted for school students, offering essential workplace skills for success.
It aims to empower students with basic technical ability and necessary interpersonal skills,
preparing them to shine in any professional setting.
Job Opportunities may include:
- Administrative assistant
- Customer service assistant
- Data entry clerk
- Marketing coordinator
- Office assistant

Qualification Structure
Units
BSBCMM211   Apply communication skills
BSBPEF201   Support personal wellbeing in the workplace
BSBTEC101   Operate digital devices
BSBOPS101   Use business resources
BSBPEF101   Plan and prepare for work readiness
BSBPEF202   Plan and apply time management

**This is an example delivery plan only and is subject to change to meet individual school
requirements.

Delivered through a Third Party arrangement

Students must successfully complete all Units of Competency to Achieve the Certificate I in Workplace Skills

Delivery Mode

Face to face and online at MacKillop Catholic College.

Assessment

Evidence contributing towards competency will be collected throughout the program.
This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; Written projects, Online quizzes, Observation of skills, Oral and written questions.

Requirements

NIL

Service Agreement

This is a Semester course delivered in Year 11 and 12 at MacKillop Catholic College. The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change (July, 2024).

Qualification
HLT31220 Certificate III in Basic Health Care

Registered Training Organisation
45284 International Paramedic College

Entry Requirements
Pass in Year 9 Mathematics and English

Cost
$1,195

Learning Experiences
Online activities and quizzes
Simulated workplace activities

Pathways
Embarking on a rewarding paramedic career in Australia requires a strong educational foundation. The HLT31220 – Certificate III in Basic Health Care serves as an excellent starting point for individuals interested in pursuing this path. This qualification provides essential knowledge and skills and serves as a "taster course" for those exploring a career in paramedicine. Let's explore how the Certificate III integrates into the Australian Vocational system, its role as a stepping stone toward higher qualifications such as the Certificate IV in Health Care, and ultimately, the HLT51020 — Diploma of Emergency Health Care. Discover how this qualification can ignite your journey toward a successful paramedic career. This is a great course for first aid trainers to increase the depth and breath of their knowledge.

Qualification Structure
Units
HLTAAP001   Recognise healthy body systems
BSBMED301   Interpret and apply medical terminology appropriately
HLTINF006   Apply basic principles and practices of infection prevention and control
HLTWHS002   Follow safe work practices for direct client care
CHCDIV001   Work with diverse people
HLTWHS006   Manage personal stressors in the work environment
CHCLEG001   Work legally and ethically
HLTAID011   Provide First Aid **(Do your first aid course locally and provide copy of certificate)**
PUAEME008   Provide Pain Management (Green Whistle training)*
CHCDIV002   Promote Aboriginal and/or Torres Strait Islander cultural safety
HLTOUT010   Communicate in complex situations to support health

*Unit PUAEME008 Provide Pain Management as an elective. It provides real-world workplace outcomes for students about methods and check we use in administering drugs in pre-hospital care.

Delivered through a Third Party arrangement

Students must successfully complete all Units of Competency to Achieve the Certificate III in Basic Health Care: An entry point to paramedical education

Delivery Mode
Online at MacKillop Catholic College.

Assessment
We use a range of assessment methods to gather evidence of your knowledge and applied skills for this course. The assessment methods may include multiple choice questions, short written answers and, where noted, practical activities. On enrolment in, you will be provided with access to International Paramedic College's course learning materials.

Requirements
While there are no prerequisites for this course, you will need to have sufficient English language skills to complete the competency-based CPR training.
Participants under the age of 18 are required to provide a consent form completed by their legal guardian when they attend any practical training.
You must complete 100% of this training and satisfactorily complete all the competency-based assessment tasks.

Service Agreement
This is mostly a 2 year course delivered in Year 10, 11 and 12. If a Year 12 student wishes to enrol in this course this will need to be in consultation with the Deputy Principal or the Leader of Pathways. The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change (July, 2024).

Qualification
RII20120 Certificate II in Resources and Infrastructure

Registered Training Organisation
31440 Australasian Drilling Institute

Entry Requirements
Pass in Year 9 Mathematics and English

Cost
NIL

Learning Experiences
Face-to-face
Online activities and quizzes
Simulated workplace activities
On-site practical camp

Pathways
Certificate 2 is the entry qualification level for the Resources and Infrastructure industries. This qualification is funded under the VET in Schools framework as a qualification leading to employment outcomes. Career and training pathways in the resources and infrastructure industries depend on the job roles and which sub-sectors you are employed in.

Further training may follow successful completion of this program in either a pre-industry course for one sector, such as under the Year 12 graduate programs, or combined with employment for a traineeship in either a Certificate II or III qualification or a program under the Government's Certificate 3 Guarantee.

Resources and Infrastructure industries include:
• Mining – hard rock such as gold, silver, zinc, bauxite, etc; and coal; surface and underground.
• Drilling – exploration, oil and gas on shore, e.g., coal seam gas and natural gas, and off shore.
• Quarrying and small mines.
• Civil construction including building of vital infrastructure such as roads, bridges, dams, ports,
pipelines, building construction earth works etc.

Qualification Structure
Units
RIIWHS201E   Work safely and follow WHS policies and procedures
RIIRIS201E   Conduct local risk control
RIIENV201E   Identify and assess environmental and heritage concerns
HLTAID011   Provide first aid
RIICCM201E   Carry out measurements and calculations
RIICOM201E   Communicate in the workplace

RIISAM202E   Isolate and access plant
RIIWHS204E   Work safely at heights
RIISTD201D   Read and interpret maps

Delivered through a Third Party arrangement

Students must successfully complete all Units of Competency to Achieve the Certificate II in Resources and infrastructure (Work Preparation)

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Delivery Mode
Online at MacKillop Catholic College
Onsite at Head Office at Aeroglen (Weeks 5, 7 and 8 for practical assessments)
Camp TBC (Held during week 3 of course)

Assessment
Online, practical training and Industry field trips: Students will learn with ADI's online subjects and then do the practical training sessions. Assessments will be undertaken in both the eLearning platform and practical group activity sessions. Students will also participate in field trips where they will have the opportunity to engage and gain valuable information from Industry experts within the resource and infrastructure sectors.

Requirements
ADI will supply
• 1 x Orange/Yellow drill long-sleeved shirt
Student to supply
• 1 x Navy cotton drill pant, or jeans
• 1 x pair of sturdy sandshoes or boots
• 1 x White safety/hard hat – white

**Out of pocket costs – PPE - Approx. $50 (boots or shoes/ Drill Pants/ Hard hat/ Leather gloves) Camp
and Field Trip Transport $100.**

Service Agreement
RII20120 Certificate II in Resources and Infrastructure Work Preparation, is an 8-week course (1 term) that will develop useful skills that can be applied in future work situations. This is offered to Year 10, 11 and 12 students. The RTO guarantees that the student will be provided with every opportunity to complete the qualification. The school and RTO do not guarantee employment upon completion of this qualification. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change (July, 2024).