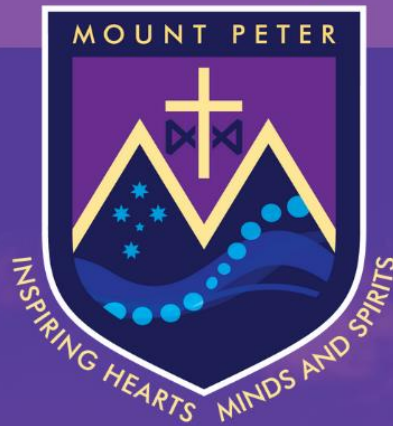


**MacKillop**  
Catholic College



# SUBJECT SELECTION HANDBOOK

Year 10 into 11

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# Principal's Welcome

Dear Students,

Welcome to the next exciting phase of your educational journey. This handbook has been produced to assist students in Year 10 to make informed decisions when selecting subjects for Years 11 and 12 at MacKillop Catholic College, Mount Peter.

When you came to MacKillop, we made a commitment to provide you with the very best opportunity for success – to be your best learner and be your version of yourself as a person. We endeavour to inspire your heart, mind and spirit: to develop a love of learning, and to give you all that you need to thrive as confident and creative young citizens.

At MacKillop, our subject offerings provide a strong and balanced curriculum which considers global trends and influences, as well as ensuring that our students have the greatest possible opportunity to be successful in their chosen pathway. We aim to offer you a diverse range of subjects and pathways, to give you the opportunity to develop your talents and excel in your areas of interest.

It is important that you choose your senior subjects carefully as these decisions will affect the options available to you in your future career paths. Choices should be made based on aptitude, interest and your desired possible future pathways. I encourage you to read widely, research different careers, remain open to advice, and be confident in your ability. You will have the support of your parents and our College staff to help you along the way.

As you make these subject pathway choices, please consider the following:

- **Interests** – What are the subjects that you are interested in developing a deeper understanding of?
- **Aptitude** – Which subjects suit your skills set?
- **Achievements** – In which subjects have you experienced success in previous years/ semesters?
- **Career Goals** – What are your goals beyond Year 12?

We wish you success. Work hard, enjoy the journey! The next 2 years will be full of great learning; it will challenge you to continue to build not only your academic ability but your personal and interpersonal skills as well. It will also create many wonderful life-long memories. As Mary MacKillop would say – “Do your best and God will bless your efforts” (1899).

Mrs Newman



# Deputy Principal - Secondary Welcome



Dear Parents,

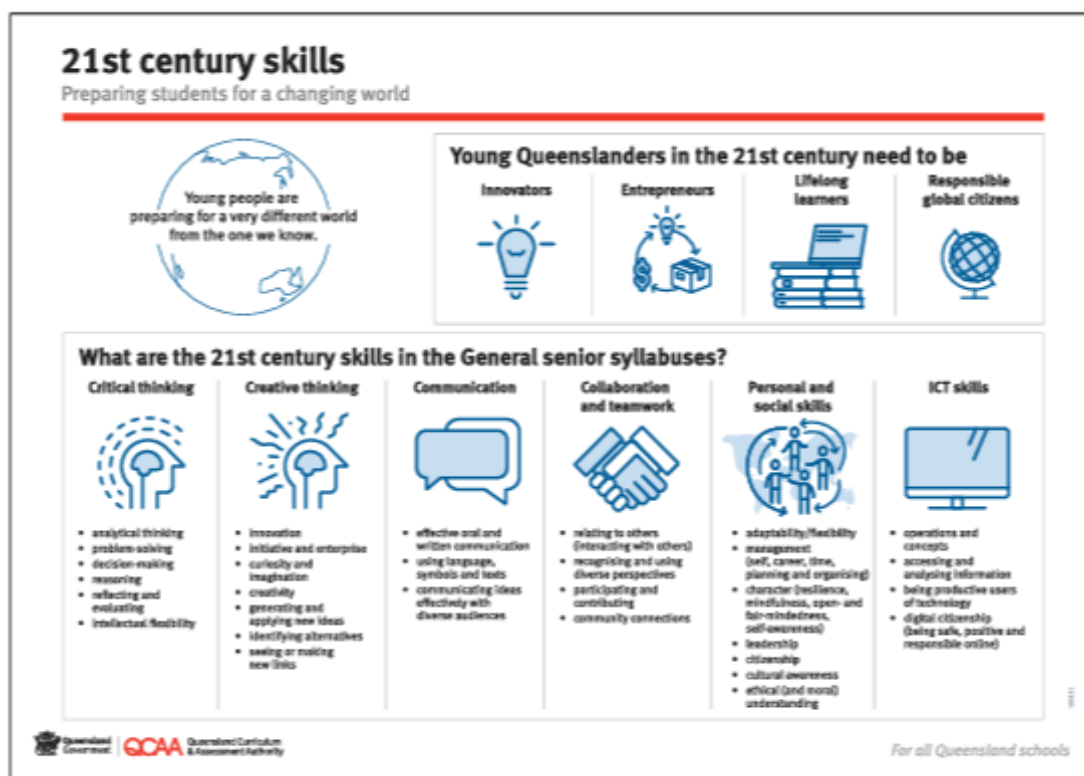
I take this opportunity to recognise and thank you as the parents and first teachers of your child, for choosing to walk this journey of learning and growth in partnership with us here at MacKillop. These next two years of senior schooling will continue to develop our young people's knowledge and technical abilities. It will also continue to develop their personal, interpersonal and citizenship skills. Ultimately, our hope for our MacKillop graduates is that they will venture out of our homes and College, ready to make their mark in our world!

Melissa Headridge  
Deputy Principal – Secondary



## Senior Schooling

Senior schooling in Queensland gives students the skills for success in work and life in the future. Across senior subjects, students will acquire 21<sup>st</sup> century skills to support them as lifelong learners, valued employees, innovators and engaged global citizens. Under the QCE system, students can choose from a wide range of subjects and courses to suit their work and study goals.



## Senior Education Profile (SEP)

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](http://www.qcaa.qld.edu.au/senior/certificates-qualifications/sep)

### 1. Senior Statement

After finishing Year 12, eligible students are automatically issued a Senior Statement of results. This is a cumulative transcript of a student's learning account which shows all QCE-contributing studies completed at a Queensland school, 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. This Senior Statement will be issued in December of that year. Students leaving before finishing Year 12 & without qualifying for a QCE may apply for a Statement of Results after a quality assurance process has been completed by QCAA.

## 2. 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 at the end of Year 12 can continue to work towards the certificate after Year 12 by completing VET courses, traineeships or recognised workplace programs. Their learning account remains open, regardless of their age. 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. Learning accounts are closed after nine years, however, a student may apply to the QCAA to have the account reopened and all credit continued.

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.

## 3. 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. 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. At the end of the senior phase of learning, eligible students achieve a QCIA at the end of the senior phase of learning but students have the option to continue to work towards a QCE post-secondary schooling.

## 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](http://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. More information about the SET Plan can be found on page 21.

## QCE requirements

All MacKillop students are working towards attaining a Queensland Certificate of Education (QCE). The combination of senior subjects chosen will provide the opportunity to collect 20 credits, provided four requirements detailed below are met.

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.

## English Requirement

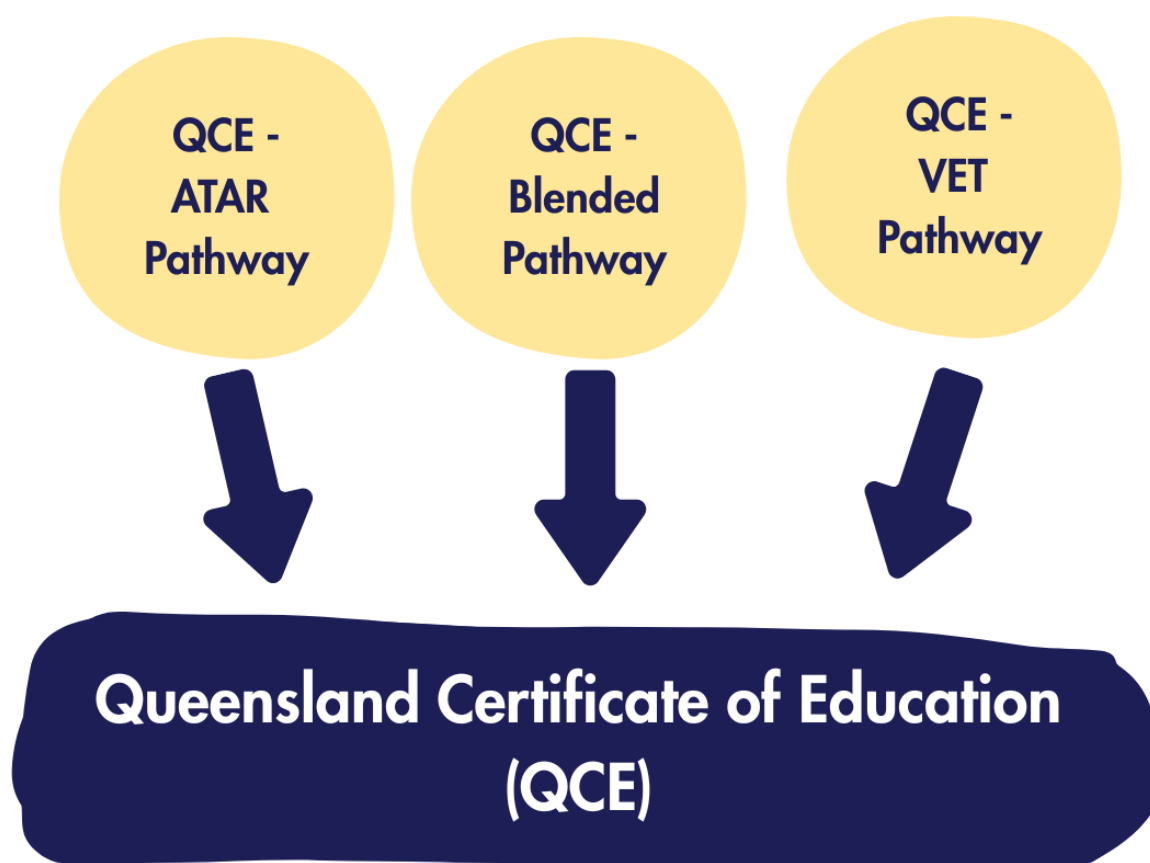
Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

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.

## 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.

## 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.

## Learner Unique Identifier

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

## Courses of Study

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

- Core courses
- Preparatory courses
- Enrichment courses
- Advanced courses

**1. Core courses** are usually undertaken by students during the senior phase of learning and include Authority and Authority-registered subjects. For a QCE, **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 categorised as Core	as recognised by QCAA

**2. 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 <ul style="list-style-type: none"> <li>• QCAA Short Course in Literacy</li> <li>• QCAA Short Course in Numeracy</li> </ul>	
Certificate I qualifications	
Recognised studies categorized as Core	as recognised by

**3. 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.

**4. Advanced courses** go beyond the scope and depth of typical senior secondary schooling and include university courses, 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.

Courses of study	Literacy	Numeracy	Set standard
Applied (including Essential)	QCAA subject for Unit 1, Unit 2, or a Unit 3 and 4 pair: <ul style="list-style-type: none"> <li>Essential English</li> </ul>	QCAA subject for Unit 1, Unit 2, or a Unit 3 and 4 pair: <ul style="list-style-type: none"> <li>Essential Mathematics</li> </ul>	Satisfactory completion in Unit 1 <i>or</i> Unit 2 <i>or</i> 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: <ul style="list-style-type: none"> <li>English</li> <li>English as an Additional Language</li> <li>Literature</li> </ul>	QCAA subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair: <ul style="list-style-type: none"> <li>General Mathematics</li> <li>Mathematical Methods</li> <li>Specialist Mathematics</li> </ul>	Satisfactory completion in Unit 1 <i>or</i> Unit 2 <i>or</i> 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
<b>Applied subject</b>		<b>4 (maximum credit available)</b>	
Unit 1	Satisfactory	1	QCE credits contribute to the completed Core requirement when a student is enrolled in Units 1, 2, 3 and 4 <b>and</b> 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	
<b>General subject</b>		<b>4 (maximum credit available)</b>	
Unit 1	Satisfactory	1	QCE credits contribute to the completed Core requirement when a student is enrolled in Units 1, 2, 3 and 4 <b>and</b> 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	

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.

## VET - maximums

VET qualification	Requirements	QCE credits	Notes
<b>Certificate II</b>			
	<b>Recommended hours</b>	<b>4 (maximum credit available)</b>	
	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.
<b>Certificate III and IV</b>			
	<b>Recommended hours</b>	<b>8 (maximum credit available)</b>	
	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	
<b>School-based apprenticeship</b>		<b>6 (maximum credit available)</b>	
<b>VET qualification</b>	<p>Maximum training that school-based apprentices may complete while at school, dependent on the nominal term (full-time) of the apprenticeship</p> <ul style="list-style-type: none"> <li>• four years — up to 33.3% of the competencies</li> <li>• three years — up to 40% of the competencies</li> <li>• two years — up to 50% of the competencies.</li> </ul>	Up to 2	School-based apprenticeship VET qualifications do <b>not</b> contribute to the completed Core requirement of the QCE, as they cannot be completed while at school.
<b>On-the-job</b>	<p>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)</p>	Up to 4 (2 credits for each 50 days completed each 12 months)	<p>QCE credits may contribute to the completed Core requirement when a student completes all the on-the-job hours while at school.</p> <p>Partial credit may apply (1 credit for 25 days completed).</p>
	<p>Electrotechnology minimum 80 days (600 hours) per 12 months</p>	Up to 4 (2 credits for each 80 days completed each 12 months)	<p>The Queensland Government, Department of Employment, Small Business and Training provides further information about <a href="#">school-based apprenticeships and traineeships</a>.</p>
<b>School-based traineeships</b>		<b>8 (maximum credit available)</b>	
	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.

## 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. There is no 'pass' or 'fail' ATAR – the ATAR is intended to be used as a measure for tertiary study selection only.

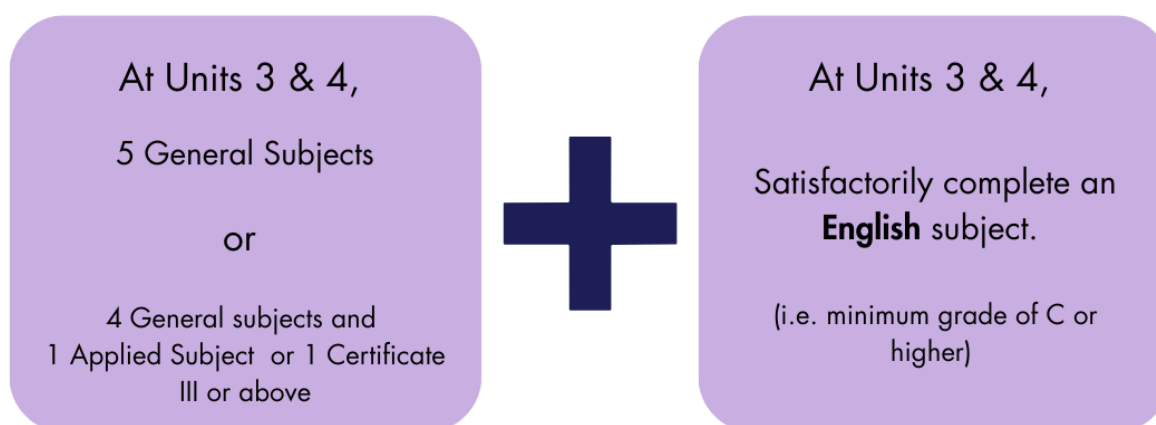
## Who calculates and releases the ATAR?

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:



If a student is eligible for an ATAR in both categories, QTAC will use their highest ATAR.

## English as a requirement for ATAR eligibility

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 C grade of Achievement in **one** of these five subjects — English, Essential English, Literature, English and Literature Extension (Year 12 subject only), or English as an Additional Language.

While students must meet this standard to be eligible to receive an ATAR, it won't be mandatory for a student's English result to be included in the calculation of their ATAR i.e. it is not 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

QTAC will calculate ATARS for Queensland school leavers. If students are aiming for an ATAR for tertiary study only, Queensland universities have decided that 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

### 1. 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%.**

#### Instrument – Specific Marking Guides

Each syllabus provides Instrument-Specific Marking Guides (**ISMGs**) for summative internal assessments. The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment. As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

## External Assessment

A senior External Examination syllabus sets out the aims, learning experiences and assessment required for each subject. External assessment is summative and adds valuable evidence of achievement to a student's profile. External assessment is:

- held each year in Term 4 for Year 12 students
- 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.

Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/sep-calendar>

## 2. 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, schools develop an instrument-specific standards matrix (marking guide) which 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. MacKillop Catholic College 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.

## Additional Fees

Please note that some general and applied subjects do incur additional resource costs. I.e. ingredients, timber, camps etc. Please refer to individual subject outlines.

## Prerequisites for Tertiary Courses

For students wishing to go on to tertiary study after they complete Year 12, it is important for them to have an understanding of the entry requirements for their preferred courses from their preferred universities. University courses will identify what prior learning is a pre-requisite for acceptance into the course, along with any assumed and/or recommended learning.

A **prerequisite** is a requirement to be considered for acceptance into the course.

**Assumed knowledge** is an indication that the course will commence with the assumption that students have completed the identified subject/s to a satisfactory standard.

**Recommended** requirements identify courses that would be advantageous for the student to have completed to a satisfactory standard.

Subjects which are pre-requisites are listed in QTAC Tertiary Prerequisites Guide, however the following general points should be noted:

- Different institutions have different prerequisites for similar courses.
- An English subject is a prerequisite for almost all tertiary courses. (Some institutions state nil prerequisites or 'assumed knowledge'.)
- Mathematics and Science subjects are most commonly listed as prerequisites, however, a variety of other subjects are also mentioned.
- Institutions will consider each application on prerequisites and minimum ATAR cut-offs. There are a small number of university courses where entry is gained through audition, portfolio and/or interview.
- While some subjects are not listed as prerequisites, progress at university will be easier if they are studied in Years 11 and 12.

## 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.

At MacKillop, we offer:

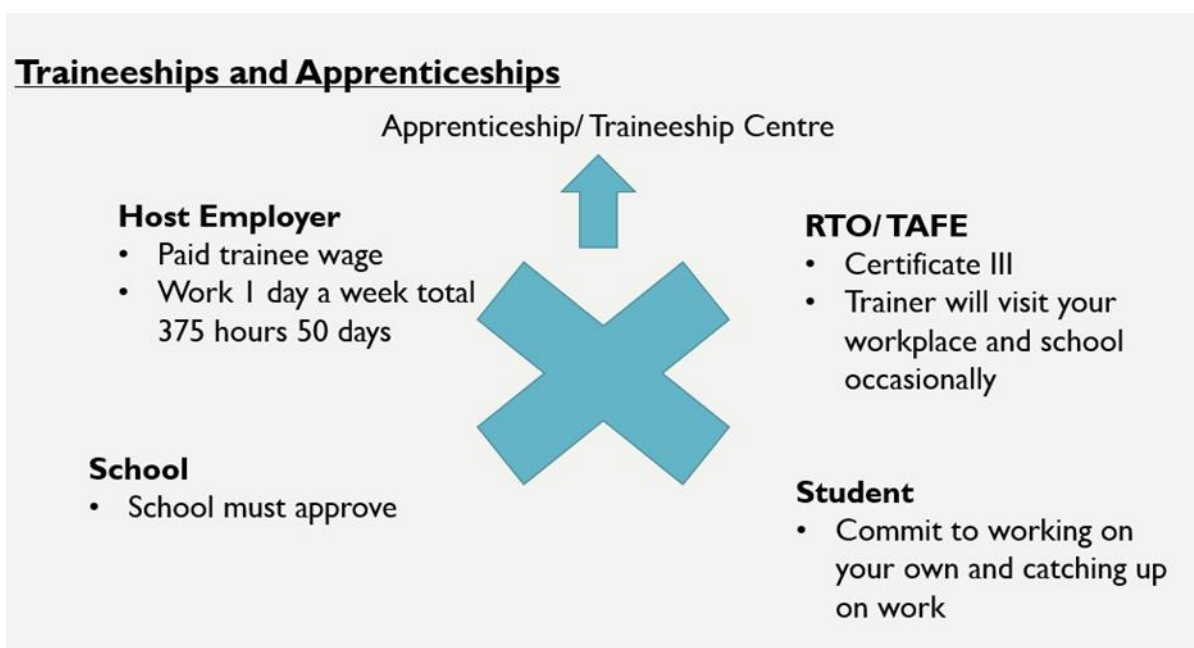
- ❖ **Internal VET courses** – our teachers partner with multiple training providers to deliver a range of qualifications on the school campus.
- ❖ **External VET courses** – students complete nationally registered courses as school-based apprenticeships or traineeships, through external providers and TAFE.

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 (SATs)

The College supports students in their pursuit of these employment and training opportunities. School based apprenticeships and traineeships can contribute to a student’s senior education plan and are an important part of the VET and Pathways program. The SAT scheme is a training system aimed at increasing the vocational skills of students, in particular opportunities to undertake accredited training on the job as paid employees, whilst still at school working towards their QCE. School based apprenticeships and traineeships require 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.

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.

### 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](http://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 our Pathways Department or Ms Headridge 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. Please see subject pages for further information.

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

<b>Delivered on Campus</b>			
<b>Qualification Code and Title</b>	<b>Training Provider issuing certificate</b>	<b>Funding Option</b>	<b>Fees</b>
CPC10120 Certificate I in Construction	Catholic Education Diocese of Cairns (RTO #40807)	Fee For Service	To be confirmed
MEM20422 Certificate II in Engineering Pathways	Catholic Education Diocese of Cairns (RTO #40807)	Fee For Service	To be confirmed
SIT20322 Certificate II in Hospitality	Catholic Education Diocese of Cairns (RTO #40807)	Fee For Service	To be confirmed
BSB20120 Certificate II in Workplace Skills	Catholic Education Diocese of Cairns (RTO #40807)	Fee For Service	To be confirmed
BSB30120 Certificate III in Business + SIS20321 Certificate II in Tourism	Binnacle Training (RTO #31319)	Fee For Service	\$395
SIS30321 Certificate III in Fitness + SIS20321 Certificate II in Sport Coaching	Binnacle Training (RTO #31319)	Fee For Service	\$495 + \$75 First Aid
10971NAT Certificate IV in Justice Studies	Professional Investigators College of Australasia (RTO #40789)	Fee For Service	\$750
HLT23221 Certificate II in Health Support Services	Connect 'n' Grow (RTO #40518)	VETiS	To be confirmed
<b>External Deliver</b>			
<b>Qualification Code and Title</b>	<b>Training Provider issuing certificate</b>	<b>Funding Option</b>	<b>Fees</b>
HLT23221 Certificate II in Health Support Services	TAFE Queensland (RTO# 0275)	VETiS	Nil for VETiS students
SHB20121 Certificate II in Retail Cosmetics	TAFE Queensland (RTO# 0275)	VETiS	Nil for VETiS students
SHB20216 Certificate II in Salon Assistant	TAFE Queensland (RTO# 0275)	VETiS	Nil for VETiS students
AUR20720 Certificate I in Automotive Vocational Preparation	TAFE Queensland (RTO# 0275)	VETiS	Nil for VETiS students
MEM20422 Certificate II in Engineering Pathways	TAFE Queensland (RTO# 0275)	VETiS	Nil for VETiS students
11054NAT Certificate II in Plumbing Services	TAFE Queensland (RTO# 0275)	VETiS	Nil for VETiS students
UEE22020 Certificate II in Electrotechnology (Career Start)	TAFE Queensland (RTO# 0275)	VETiS	Nil for VETiS students
CPC10120 Certificate I in Construction	TAFE Queensland (RTO# 0275)	VETiS	Nil for VETiS students
RII20120 Certificate I in Resource and Infrastructure	TAFE Queensland (RTO# 0275)	VETiS	Nil for VETiS students
MAR20321 Certificate I in Maritime Operations (Coxswain Grade 1 near Coastal)	TAFE Queensland (RTO# 0275)	VETiS	Nil for VETiS students
MEA20518 Certificate II in Aircraft Line Maintenance	Aviation Australia (RTO# 30770)	VETiS	Nil for VETiS students
10935NAT Certificate II in Autonomous Technologies	Aviation Australia (RTO# 30770)	VETiS	Nil for VETiS students
AVI30419 - Certificate III in Aviation (Remote Pilot)	Aviation Australia (RTO# 30770)	Fee For Service	To be confirmed

*All qualifications are delivered through a partnership agreement.*

*If the course of your interest is not listed above, or if you would like to undertake an apprenticeship/traineeship, please speak to our Pathways team.*

## 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 into the workforce either after Year 12 or after further training or study.

5 Day Senior Pathway	Blended Pathway	Workforce Pathway
<p>For students who plan on going to University or Tertiary institution for further study after completing Year 12.</p> <p>Students wish to achieve an ATAR</p> <p>Students Complete 5 General Subjects, and either an Applied subject, or Certificate III or IV that is delivered onsite.</p>	<p>For students who are considering both work and/or further study after successfully completing Year 12.</p> <p>These students wish to be ATAR eligible, and must study a minimum of 4 General Subjects, plus a mix of Applied or VET subjects.</p> <p>Some of this may be delivered offsite.</p>	<p>For students who wish to join the workforce, undertake Vocational Education and Training, or a School Based Traineeship or Apprenticeship.</p> <p>This pathway may provide students with excellent preparation to transition from school to TAFE or the workforce after graduating school.</p>
<p>AIMS</p> <ul style="list-style-type: none"> <li>• Full time study at university</li> <li>• Part-time study and part-time work</li> </ul>	<p>AIMS</p> <ul style="list-style-type: none"> <li>• Full time study at university or TAFE</li> <li>• Part-time study and part-time work</li> <li>• Full Time Work</li> <li>• To be ATAR eligible</li> </ul>	<p>AIMS</p> <ul style="list-style-type: none"> <li>• Traineeship or Apprenticeship</li> <li>• Full time work of a practical nature</li> </ul>
<p>SUBJECTS</p> <ul style="list-style-type: none"> <li>• General English or Literature</li> <li>• General Maths or Maths Methods</li> <li>• Religion and Ethics</li> <li>• Elective</li> <li>• Elective</li> <li>• Elective</li> <li>• Elective</li> </ul> <p>NOTE WELL</p> <ul style="list-style-type: none"> <li>• Students must investigate the prerequisites for their career and choose subjects that will lead to their success</li> <li>• Students must complete 3 internal assessments and sit one external assessment for each general subject</li> <li>• Subject requirements must be met for an ATAR to be awarded</li> <li>• Students must be on campus five days a week</li> </ul>	<p>SUBJECTS</p> <ul style="list-style-type: none"> <li>• General English/Essential English</li> <li>• General Maths/Essential Maths</li> <li>• Religion and Ethics</li> <li>• Elective</li> <li>• Elective</li> <li>• Elective</li> <li>• Elective</li> </ul> <p>NOTE WELL</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students wish to remain ATAR eligible</li> <li>• Students must investigate the prerequisites for their career and choose subjects that will lead to their success</li> <li>• Students may undertake studies that involve them having one day off site for TAFE or other vocational studies</li> </ul>	<p>SUBJECTS</p> <ul style="list-style-type: none"> <li>• General English/Essential English</li> <li>• General Maths/Essential Maths</li> <li>• Religion and Ethics</li> <li>• Elective</li> <li>• Elective</li> <li>• Elective</li> <li>• Training/Work experience/ Apprenticeship</li> </ul> <p>NOTE WELL</p> <ul style="list-style-type: none"> <li>• Students choosing this pathway are wishing to secure an apprenticeship / traineeship or continue their education at TAFE or another Vocational Provider.</li> <li>• 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</li> <li>• Students who choose this pathway must still satisfy the prerequisite subject requirements and need to have developed good study habits.</li> <li>• Students may be working or training up to 2 days per week</li> </ul>
<p>All three pathways allow students to be eligible for a Queensland Certificate of Education (QCE)</p>		

### 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

## Senior Education and Training (SET) Plan

The aim of the SET Plan is to set out a student's planned course of education and training through the Senior Phase of Learning. While the plans will help students decide on their course of study from Year 10 onwards, they are flexible during the Senior Phase of Learning, allowing students to make changes when and if they need to.

Parents and caregivers are vital in the preparation of the SET Plan. This plan is an individual learning plan of action to achieve success in the Senior Phase of Learning. It acts as a map - a reference for each student to ensure they make informed decisions about their future.

This section has been compiled to help students make informed decisions about their course of study for the Senior Phase of Learning. The SET Plan process requires students to make a number of key decisions which will be important for their future.

### **1. Know Yourself**

Know what you like, what you want and what you can do. It is common knowledge that students will perform better and will be more engaged with their learning if they have an interest in the subject and experience success. It is for this reason, before considering a career or choosing a pathway that each student with their parent should reflect on what it is they enjoy, what they are good at and consider their interests. This will provide a sound foundation for establishing possible careers or future directions. Your end of semester report will give you some indication of your strengths and weaknesses. Your abilities and interests should help to inform your possible career pathways.

### **2. Gather Information and Explore Career Pathways**

It is helpful to have a few career ideas in mind before choosing subjects. If you are uncertain at this time, seek advice in selecting subjects that will keep several career options open to you. Participate actively in the career development sessions run throughout the year in assembly and class time.

**You will need to research the relevant pathway to your chosen career or possible goals. What skills, knowledge and qualifications will you need? This will help to inform your course of study.**

### **3. Careers**

When looking at the education required for a career, please check that the subjects you plan to choose to fulfil course prerequisites (including apprenticeships). For university, refer to each institution's website for entry requirements and the QTAC My Path Guide for year 10 students. The Guide for 2024 year 10 students will be published in June 2024. Once published it will be uploaded to the parent portal. For TAFE, check the important information tab on the website under the post-secondary course, this section lists the entry requirements. For apprenticeships and traineeships look for a current advertisement and identify what they are looking for.

### **4. Make Sensible Decisions and Keep Your Options Open**

Remember very few people at fifteen know what they want to do once they finish school. There are many variables that intervene between Year 10 and the end of Year 12. Students' interests change, they become more aware of their aptitudes and abilities and the number of tertiary places and employment opportunities fluctuate. So, it is important to keep your options open by:

- Aiming for the highest standard of which you are capable and work as hard as you can in Years 11 and 12. The better your results the more choices you have
- Having a range of contingency plans. Don't aim for one career choice alone; rather have several other ideas and be sure that you include the subjects required for these. Try to set yourself for entry to courses at various levels (degree, associate diploma, certificate), and cover yourself for related careers and employment that you might enter directly from Year 12
- Choosing subjects based on whether they will add a useful vocational skill or make you eligible for another group of possible courses.

### **5. Ask for Help**

## Change of Subject

Students may change subjects during the two year course; however, students must remember that to remain ATAR and QCE eligible, subject changes are restricted according to QCAA guidelines. Prerequisites for tertiary courses must also be considered when altering a course of study.

Changes must be made within the first three weeks of the new unit or at completion of the unit, unless unusual circumstances necessitate a change. Changes are always dependent on available places in courses. No subject changes will be made after the commencement of Unit 3.

Results for every completed unit will be recorded with QCAA and results from Units 3 and 4 may be used in ATAR calculations.

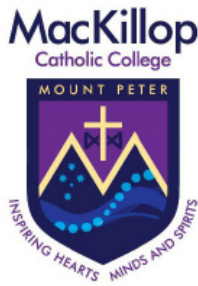
### The Procedures for Change

1. Discuss the change with parents, teachers, Heads of Departments, and Deputy Principal. Examine your reasons carefully. The new subject teacher must feel that the student has some aptitude for the new subject and meets the required prerequisites. There must also be evidence of satisfactory effort in the 'current subject'. Find out all the necessary information about the subject into which you intend to change.
2. Request a meeting with the Head of Pathways or Deputy Principal. Request a Change of Subject Application Form from student reception for approval and signatures from:
  - Subject teachers;
  - The Head of Department of the subject about to be terminated;
  - The Head of Department of the proposed subject;
  - The Deputy Principal - Secondary; and
  - Parent/Legal Guardian.

It is important to note any recommendations made before signing.

## Summary of prerequisite and corequisite

2026 Subjects	Year 10 Prerequisite Subject	Minimum Year 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 Math Methods
Chemistry	English Maths Science	C+ C+ C+	General English or Literature General Maths or Math Methods
Design	English Design	C C	General Maths or Math Methods
Drama	English Drama	C C	General English or Literature
Economics	English Mathematics Business and Economics recommended	C+ for all	General English or Literature General Maths or Mathematics Methods
English and Literature Extension	Literature	B+	Literature
Engineering	Maths English	C+ C+	
General English	English	C	N/A
General Mathematics	10 Maths Methods	Completion	
	10 General Maths	C or interview with HOD	N/A
Japanese	English Japanese	C C	
Literature	English	C+	N/A
Marine Science	English Science/STEM Ext Preferred	C+	General English or Literature General Maths or Math Methods
Mathematical Methods	10 Math Methods Prep	C or interview with HOD	N/A
Modern History	English History	C+ C+	General English or Literature
Music	English Music	C C	General English Recommended: Minimum of two years of continuous instrumental or vocal tuition
Physical Education	English	C+	
Physics	Math Ext in Yr 10 Science English	C+ for all	Mathematical Methods
Specialist Mathematics	Math Ext in Yr 10	B or interview with HOD	
Visual Art	English Visual Art	C C	General English



# MacKillop Catholic College Assessment and Academic Integrity

2024 - 2027

*Manager:* Principal/Senior Leadership Team  
*Attention:* Staff, Students, Parents and Carers  
*Implementation Date:* 2024  
*Next Review Date:* 2027

## Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook) and applies to 7-10 Australian Curriculum, Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

## Purpose

MacKillop Catholic College is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards their personal educational goals and the completion of formal secondary school education. It aims to ensure equity and support for all students as they complete assessment for their course of study.

## Principles

MacKillop Catholic College expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence. It is mandatory at MacKillop Catholic College that students complete and submit sufficient assessment items to be eligible for credit in any semester unit for each subject being studied (as determined by the Deputy Principal – Head of Secondary).

Completion of assessment items (both formative and summative) means that students are required to complete all the work as set out in the work program for a subject. The quantity of work submitted must indicate every attempt has been made by the students to satisfy the specific assessment criteria and thereby meet course requirements by the advertised due date.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives described by the syllabus. Assessment should be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning

- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

## Promoting academic integrity

MacKillop Catholic College promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

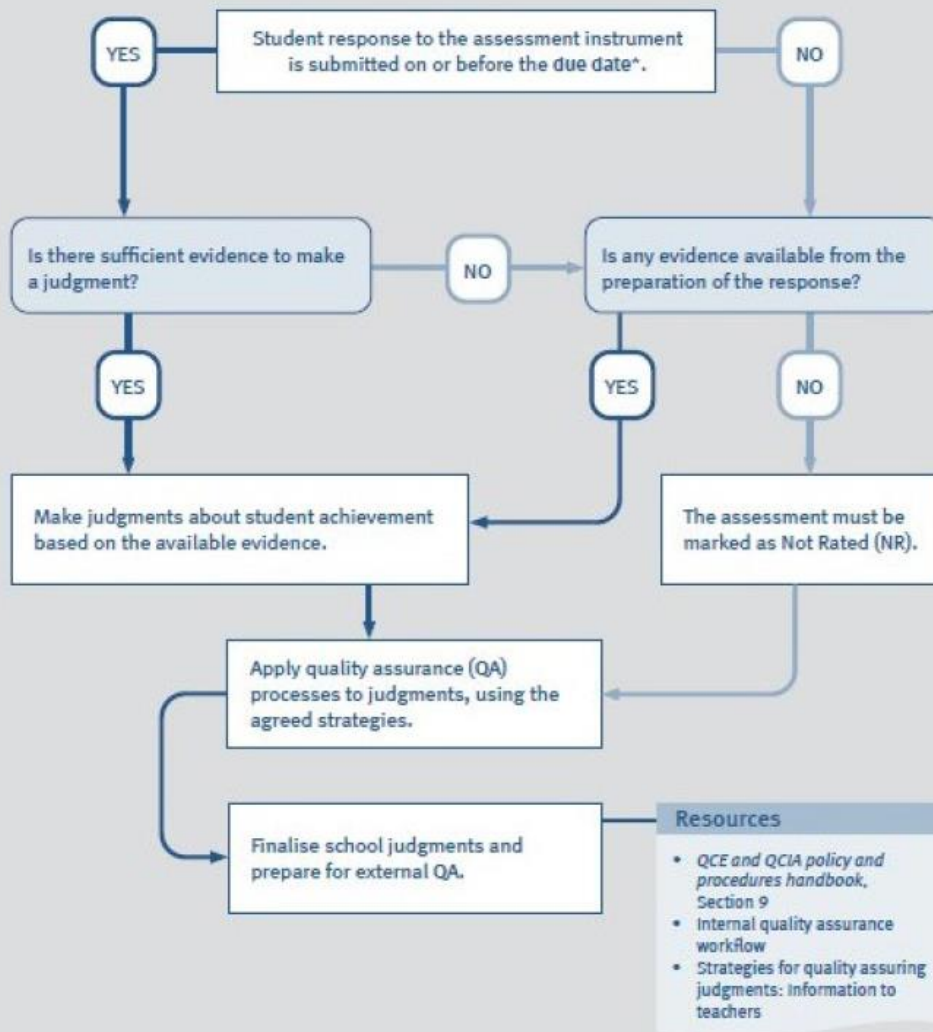
	<b>Policy and procedures</b>
<b>Location and communication of policy</b>	<p>The school assessment policy is located on the College website at and in the College Diary. All questions regarding this policy should be directed to the Deputy Principal – Head of Secondary.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in form classes. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> <li>• at enrolment interviews</li> <li>• during SET planning</li> <li>• when the assessment schedule is published</li> <li>• when each task is handed to students</li> <li>• in the newsletter and by email in response to phases of the assessment cycle.</li> </ul>
<b>Expectations about engaging in learning and assessment</b>	<p>MacKillop Catholic College has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for academic credit when they have accrued the set amount of learning, at the set standard, in a set pattern. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to their overall mark for a subject.</p> <p><b>Student responsibility</b> Students are expected to:</p> <ul style="list-style-type: none"> <li>• engage in the learning for the subject or course of study</li> <li>• produce evidence of achievement that is authenticated as their own work</li> <li>• submit responses to scheduled assessment on or before the due date.</li> </ul> <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.</p>
<b>Due dates</b>	<p><b>School responsibility</b> MacKillop Catholic College is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses, milestones, and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule by the end of Week 3 of the Term.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> <li>• align with curriculum requirements</li> <li>• provide sufficient working time for students to complete the task</li> </ul>

	<ul style="list-style-type: none"> <li>• allow for internal quality assurance processes</li> <li>• be clear to teachers, students and parents/carers</li> <li>• be consistently applied</li> <li>• be clearly communicated by the end of Week 3 each semester</li> <li>• give consideration to allocation of workload.</li> </ul> <p><b>Student responsibility</b> Students are responsible for:</p> <ul style="list-style-type: none"> <li>• recording due dates</li> <li>• planning and managing their time to meet the due dates</li> <li>• informing the school as soon as possible if they have concerns about assessment load and meeting due dates.</li> </ul> <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> <li>• inform the head of department and classroom teacher as soon as possible</li> <li>• provide the school with relevant documentation, e.g. medical certificate</li> <li>• Complete the extension process where illness or misadventure have impacted their capacity to submit by the due date</li> </ul> <p>All final decisions are at the principal's discretion. <b>Extensions will not be provided for events of the student or family's choosing, such as holidays during term time.</b> Refer to AARA information below.</p> <p><b>Should a student fail to submit an assessment instrument:</b></p> <ul style="list-style-type: none"> <li>• Students who fail to submit or complete assessment items to a satisfactory level, as deemed by subject Head of Department will receive a formal after school detention where work will be completed for submission.</li> <li>• Where work has not been completed prior to the end of the term, student will receive an NR – Not rated – as their final result. For students in Years 10-12, this can impact their QCE eligibility</li> </ul>
<p><b>Monitoring and Drafts</b></p>	<p>Each assessment item must be monitored on two occasions prior to its completion and submission. The first monitoring occurs during the early phase of the task to ensure that students have an understanding of the task so that they can continue. This might be the submission of a detailed plan.</p> <p>The second monitoring occurs closer to the due date to ensure successful completion – this would be a completed draft. A draft is a completed attempt of a task. Feedback should be clear and specific. See section on Feedback for further details.</p> <p>When a student fails to present the work required for monitoring teachers are required to:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Contact the student's parent/guardian and provide information about the due date and work required for completion of the task.</li> <li><input checked="" type="checkbox"/> Record parent contact on Engage.</li> </ul> <p>A timeline for the submission of a summative task is as follows:</p> <ol style="list-style-type: none"> <li>1 – Task Distribution and explanation</li> <li>2 – Plan of intended response</li> <li>3 – Draft of completed response</li> <li>4 – Return of draft and teacher feedback</li> <li>5 – Submission of final task</li> </ol>
<p><b>Extensions</b></p>	<p>Extensions may be granted by the appropriate line manager where exceptional circumstances exist. These include but are not limited to:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Extended absence due to illness which is supported by a medical certificate or documentation relating to an existing medical condition</li> <li><input checked="" type="checkbox"/> Absence due to a family bereavement or special circumstance supported by parental</li> </ul>

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	<p>communication to the Head of Faculty, Deputy Principal or Principal</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> A student physically unable to participate due to an injury</li> <li><input checked="" type="checkbox"/> A student has been suspended and the assessment is of a practical nature or in-class exam</li> </ul> <p>Students seeking an extension must:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Apply to the appropriate Curriculum Leader using the Application for Extension from (see Appendix 5) as soon as practicable or at least one week prior to the due date.</li> <li><input checked="" type="checkbox"/> Provide details or drafts of work completed up to the time of seeking the extension</li> <li><input checked="" type="checkbox"/> As per QCAA guidelines, extensions will not be granted for events of the student and family's choosing, such as holidays in term time .</li> </ul>
<b>Computer/Equipment Failure</b>	<p>No special consideration will be given for computer failure or equipment malfunction. Students are required to submit their electronic files and hard copy drafts on the due date. When submitting tasks electronically students must ensure tasks are received by the class teacher by the due date.</p> <p>NB It is at the discretion of the Head of Department and/or Deputy Principal as to whether an extension is granted.</p>
<b>Submission, collection and storage of assessment information Assessment</b>	<p>Assignments in all year levels must be submitted via Canvas by the student on or before the due date by 9am.</p> <p>The piece of work submitted must be original and authentication must be produced if requested. If a student is absent on the day an assignment is due the work can still be submitted electronically. Anything that requires physical attendance, such as a practical, performance or examination requires a medical certificate.</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes.</p>
<b>Student absences and late or non-submission</b>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</p> <p>The milestones/checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> <li>• provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this</li> <li>• was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar.</li> <li>• In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</li> </ul>
<b>Internal quality assurance processes</b>	<p>MacKillop Catholic College's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> <li>• quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA</li> <li>• quality assurance of judgments about student achievement.</li> </ul> <p>All marks for Year 11 and 12 summative internal assessments for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>

## ASSESSMENT SUBMISSION WORKFLOW



\* The due date encompasses extensions for access arrangements and reasonable adjustments (AARA) and principal-approved extensions.

<p><b>Academic Integrity</b></p>	<p>Where plagiarism, use of AI, or breaches of academic integrity is detected or suspected:</p> <p>At Monitoring:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The teacher will clearly indicate to students the section/s of suspected plagiarism and the need for the student to significantly amend the work.</li> <li><input checked="" type="checkbox"/> Record concerns and notify relevant persons</li> <li><input checked="" type="checkbox"/> Inform parent of plagiarism concerns and record contact in Engage</li> </ul> <p>At submission:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The student is to be interviewed and given the opportunity to prove ownership or authenticity of the work.</li> <li><input checked="" type="checkbox"/> If plagiarism is proven Head of Department and/or Head of Secondary will make a judgement that either: <ul style="list-style-type: none"> <li><input type="radio"/> a result is awarded based on the original component of the task completed; or</li> <li><input type="radio"/> a result is recorded but will not contribute to the student's semester or exit grade. The student profile will be annotated to reflect this. For students in Years 11 or 12 this may result in a loss of credit for the subject towards their QCE.</li> </ul> </li> </ul>
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<p><b>Access arrangements and reasonable adjustments, including illness and misadventure (AARA)</b></p>	<p><b>Applications for AARA</b>  MacKillop Catholic College is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.</p> <p>The college follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from the QCAA  The College principal manages all approval of AARA for students.  All AARA applications must be accompanied by the relevant supporting documentation (outlined in <a href="#">Section 6.5.1</a>) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate.</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> <li>• unfamiliarity with the English language</li> <li>• teacher absence or other teacher-related issues</li> <li>• matters that the student could have avoided</li> <li>• matters of the student's or parent's/carer's own choosing</li> <li>• matters that the school could have avoided.</li> </ul> <p><b>Applications for extensions to due dates for unforeseen illness and misadventure</b>  Students and parents/carers must contact the principal's delegate as soon as possible and submit the relevant supporting documentation.  If a student is unwell on the date an assessment is due, it is expected that they upload their final submission digitally.  If the student is unable to do this, their parent/carer must notify the College and submit a medical certificate.  Likewise, if a student is absent from an examination due to illness, their parent/carer must contact the College and provide a medical certificate.</p> <p>Extension forms and Application for AARA are available from Student Reception</p>
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## Ensuring academic integrity

MacKillop Catholic College has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

### Internal assessment administration

	Policy and procedures
Scaffolding	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> <li>• maintain the integrity of the requirements of the task or assessment instrument</li> <li>• allow for unique student responses and not lead to a predetermined response.</li> </ul> <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
Checkpoints/Milestones	<p>Checkpoints will:</p> <ul style="list-style-type: none"> <li>• be detailed on student task sheets</li> <li>• monitor student progress</li> <li>• be used to establish student authorship.</li> </ul>

	<p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints.</p> <p>Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Heads of departments and parents/carers will be contacted if checkpoints are not met.</p>
<b>Drafting</b>	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> <li>• provided on a draft of each student's response</li> <li>• a consultative process that indicates aspects of the response to be improved or further developed</li> <li>• delivered in a consistent manner and format for all students</li> <li>• provided within one week of a submission of a draft.</li> </ul> <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> <li>• compromise the authenticity of a student response</li> <li>• introduce new ideas, language or research to improve the quality and integrity of the student work</li> <li>• edit or correct spelling, grammar, punctuation and calculations</li> <li>• allocate a mark.</li> </ul> <p>A copy of the feedback will be stored with a hard copy of the draft in the student's folio.</p> <p>Parents and caregivers will be notified by email about non-submission of drafts and the processes to be followed.</p>
<b>Managing response length</b>	<p>Students must adhere to assessment response lengths as specified by the assessment task. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> <li>• All assessment instruments indicate the required length of the response.</li> <li>• Learning and Teaching programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.</li> <li>• Model responses within the required length are available.</li> <li>• Feedback about length is provided by teachers at checkpoints.</li> </ul> <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either:</p> <ul style="list-style-type: none"> <li>• mark only the work up to the required length, excluding evidence over the prescribed limit or</li> <li>• allow a student to redact their response to meet the required length, before a judgment is made on the student work.</li> </ul> <p>And, annotate any such student work submitted for quality assurance purposes to clearly indicate the evidence used to determine a mark.</p>
<b>Authenticating student responses</b>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>MacKillop Catholic College uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for</p>

managing alleged academic misconduct will be followed.

## Managing academic misconduct

MacKillop Catholic College is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct	Procedures for managing academic misconduct
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> <li>begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>uses unauthorised equipment or materials</li> <li>has any notation written on the body, clothing or any object brought into an assessment room</li> <li>communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.</li> </ul>	<p><b>For authorship issues</b> When authorship of student work cannot be established or a response is not entirely a student's own work the college will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p> <p><b>For all instances of academic misconduct</b> Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered on or before the due date.</p>
Collusion	<p>When:</p> <ul style="list-style-type: none"> <li>more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment.</li> </ul>	
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> <li>pays for a person or a service to complete a response to an assessment</li> <li>sells or trades a response to an assessment.</li> </ul>	
Copying work	<p>A student:</p> <ul style="list-style-type: none"> <li>deliberately or knowingly makes it possible for another student to copy responses</li> <li>looks at another student's work during an exam</li> <li>copies another student's work during an exam.</li> </ul>	
Disclosing or receiving information about an assessment	<p>A student:</p> <ul style="list-style-type: none"> <li>gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment</li> <li>makes any attempt to give or receive access to secure assessment materials.</li> </ul>	
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> <li>invents or exaggerates data</li> </ul>	

	Types of misconduct	Procedures for managing academic misconduct
	<ul style="list-style-type: none"> <li>• lists incorrect or fictitious references.</li> </ul>	
Impersonation	<p>A student:</p> <ul style="list-style-type: none"> <li>• arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment.</li> <li>• completes a response to an assessment in place of another student.</li> </ul>	
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).	
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	
Significant contribution of help	<p>A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.</p> <p>This includes the use of AI platforms</p>	

## 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, Tier 2 scaling 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 empowers students with multi-disciplinary skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

### 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
- evaluate historical interpretations
- synthesise information from historical sources and evidence
- 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
Topic 1: Roman Britain Topic 2: Imperial Rome in the first century CE	Topic 1: Imperial Egypt Topic 2: Cleopatra	Topic 1: Pompeii and Herculaneum Topic 2: 5 <sup>th</sup> century Greece	Topic 1: Collapse of the Roman Republic Topic 2: Julius Caesar

## 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
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# Biology



## Overview

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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- investigate phenomena
- evaluate processes, claims and processes

## 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
<ul style="list-style-type: none"><li>• Cells as the basis of life</li><li>• Exchange of nutrients and wastes</li></ul>	<ul style="list-style-type: none"><li>• Homeostasis</li><li>• Infectious diseases and epidemiology</li></ul>	<ul style="list-style-type: none"><li>• Biodiversity and populations</li><li>• Functioning ecosystems and succession</li></ul>	<ul style="list-style-type: none"><li>• Genetics and heredity</li><li>• Continuity of life on Earth</li></ul>

## 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 2 (IA2):	10%	Summative internal assessment 3 (IA3):	20%
<ul style="list-style-type: none"> <li>• Student experiment</li> </ul>			
Summative internal assessment 1 (IA1):	20%	<ul style="list-style-type: none"> <li>• Research investigation</li> </ul>	
<ul style="list-style-type: none"> <li>• Data test</li> </ul>			
Summative external assessment (EA): 50% Examination			

### Prerequisites

English	C+
Science	C+
Maths	C+

### Corequisites

General Maths or higher
General English or Literature

# Chemistry



## Overview

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, veterinary science, environmental science, engineering, medicine, pharmacy and sports science

## Objectives

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- investigate phenomena
- evaluate conclusions, claims and processes

## 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
<ul style="list-style-type: none"><li>• Properties and structure of atoms</li><li>• Properties and structure of materials</li><li>• Chemical reactions — reactants, products and energy change</li></ul>	<ul style="list-style-type: none"><li>• Intermolecular forces and gases</li><li>• Aqueous solutions and acidity</li><li>• Rates of chemical reactions</li></ul>	<ul style="list-style-type: none"><li>• Chemical equilibrium systems</li><li>• Oxidation and reduction</li></ul>	<ul style="list-style-type: none"><li>• Properties and structure of organic materials</li><li>• Chemical synthesis and design</li><li>• Chemical synthesis and design</li></ul>

## 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



Course cost \$25 per term

## 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 practiced 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
<b>Stakeholder-centred Design</b>	<b>Commercial Design Influences</b>	<b>Human-centred Design</b>	<b>Sustainable Design Influences</b>
<ul style="list-style-type: none"><li>• Topic 1: Designing for others.</li></ul>	<ul style="list-style-type: none"><li>• Topic 1: Responding to needs and wants.</li></ul>	<ul style="list-style-type: none"><li>• Topic 1: Designing with empathy</li></ul>	<ul style="list-style-type: none"><li>• Topic 1: Responding to opportunities</li></ul>

## 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

<b>General English</b>
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# Drama



## 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
<p>How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"> <li>• cultural inheritances of storytelling</li> <li>• oral history and emerging practices</li> <li>• a range of linear and non-linear forms</li> </ul>	<p>How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"> <li>• Realism, including Magical Realism, Australian Gothic</li> <li>• associated conventions of styles and texts</li> </ul>	<p>How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"> <li>• Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre</li> <li>• associated conventions of styles and texts</li> </ul>	<p>How can you transform dramatic practice?</p> <ul style="list-style-type: none"> <li>• Contemporary performance</li> <li>• associated conventions of styles and texts</li> <li>• inherited texts as stimulus</li> </ul>

## 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
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# Economics



## Overview

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision-making is core: how to allocate and distribute scarce resources to maximise well-being.

Economic literacy is essential for understanding current issues to make informed judgments and participate effectively in society. Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity and consider economic policies from various perspectives.

Economic models and analytical tools are used to investigate and evaluate outcomes to make decisions. In the process, students appreciate ideas, viewpoints and values underlying economic issues. The field of economics is typically divided into two: microeconomics being the study of individuals, households and businesses; and macroeconomics, the study of economy-wide phenomena. Within this context, students study opportunity costs, economic models and the market forces of demand and supply. These concepts are applied to real-world issues of how and why markets may be modified, and the effects of government strategies and interventions. The final units of the course dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. This segues to Australian economic management, as students analyse trends and evaluate economic policies.

## Pathways

Economics is a General, Tier 1 scaling subject, suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. As students develop intellectual flexibility, digital literacy and economic thinking skills, they increase the tertiary pathways and opportunities in the workplace open to them. Economics is based on possibility and optimism. It appeals to students from Humanities and Business, and those interested in the broader relevance of Mathematics, Technology and Science because of their connections with economic forces. The subject positions students to think deeply about the challenges that confront individuals, business and government, and provides students with tools to think creatively beyond what is known and predictable. Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

## Objectives

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

- Comprehend economic concepts, principles and models.
- Analyse economic issues.
- Evaluate economic outcomes.
- Create responses that communicate economic meaning to suit the intended purpose.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Markets and models</b>	<b>Modified Markets</b>	<b>International Economics</b>	<b>Contemporary macroeconomics</b>
<ul style="list-style-type: none"> <li>The basic economic problem</li> <li>Economic flows</li> <li>Market Forces</li> </ul>	<ul style="list-style-type: none"> <li>Markets and efficiency</li> <li>Case options of market measures and strategies</li> </ul>	<ul style="list-style-type: none"> <li>International Trade</li> <li>Global economic issues</li> </ul>	<ul style="list-style-type: none"> <li>Macroeconomic objectives and theory</li> <li>Economic indicators and past budget stances</li> </ul>

## 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 – examination	25%
Summative internal assessment 2: Investigation – research report	25%	Summative external assessment: Examination – combination response	25%

## Prerequisites

<b>English (any)</b>	<b>C+</b>
<b>Mathematics</b>	<b>C+</b>
<b>Business and Economics</b>	<b>C+</b>

## Corequisites

General Maths or Mathematics Methods

General English or Literature

Note Well: If there are insufficient numbers for this course to run, it may be facilitated by an external provider

# Engineering



Course cost \$25 per term

## Overview

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine success criteria, develop and communicate ideas and propose, generate, evaluate and refine real-world-related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and proficiently generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.

## Pathways

Studying General Engineering opens pathways to a wide range of STEM careers and further study options. It provides an excellent foundation for university degrees in civil, mechanical, electrical, aerospace, and mechatronic engineering, as well as architecture, project management, and industrial design. It also supports entry into TAFE and trade-based apprenticeships in technical and engineering-related fields, making it ideal for students interested in designing, building, and innovating solutions for the future.

## Objectives

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

- Analyse engineering problems and identify constraints, needs, and opportunities
- Understand and apply engineering principles, materials science, and mechanics
- Generate and communicate ideas through sketches, diagrams, and digital technologies
- Develop, test, and refine solutions using the engineering design process
- Evaluate and justify engineering decisions based on safety, function, efficiency, and sustainability
- Interpret and apply technical data, models, and simulations
- Work collaboratively to solve real-world design challenges
- Communicate technical information clearly using industry-relevant terminology
- Make ethical and responsible decisions in engineering contexts
- Prepare for further study or careers in engineering, construction, or technical fields

Unit 1	Unit 2	Unit 3	Unit 4
Engineering Fundamentals	Emerging Technologies	Civil Structures	Machines and Mechanisms
<ul style="list-style-type: none"> <li>• Engineering in society</li> <li>• Engineering communication</li> <li>• Introduction to engineering mechanics</li> <li>• Introduction to engineering materials</li> </ul>	<ul style="list-style-type: none"> <li>• Emerging needs in society.</li> <li>• Emerging processes, machinery and automation.</li> <li>• Emerging materials</li> </ul>	<ul style="list-style-type: none"> <li>• Civil structures in society</li> <li>• Civil structures and forces</li> <li>• Civil engineering materials</li> </ul>	<ul style="list-style-type: none"> <li>• Machines in society</li> <li>• Machines, mechanisms and control</li> <li>• Materials</li> </ul>

### 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: Engineered Solution	25%	IA3: Engineered Solution	25%
IA2: Examination – combination response	25%	Summative external assessment: Examination – combination response	25%

### Prerequisites

10 Maths	C+
10 Science	C+

### Corequisites

Mathematical Methods
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# 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
<ul style="list-style-type: none"> <li>Examining and creating perspectives in texts</li> <li>Responding to a variety of non-literary and literary texts</li> <li>Creating responses for public audiences and persuasive texts</li> </ul>	<ul style="list-style-type: none"> <li>Examining and shaping representations of culture in texts</li> <li>Responding to literary and non-literary texts, including a focus on Australian texts</li> <li>Creating imaginative and analytical texts</li> </ul>	<ul style="list-style-type: none"> <li>Exploring connections between texts</li> <li>Examining different perspectives of the same issue in texts and shaping own perspectives</li> <li>Creating responses for public audiences and persuasive texts</li> </ul>	<ul style="list-style-type: none"> <li>Engaging with literary texts from diverse times and places</li> <li>Responding to literary texts creatively and critically</li> <li>Creating imaginative and analytical texts</li> </ul>

## 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
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## Corequisites

NIL
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# English & Literature Extension



## Overview

English & Literature Extension focuses on the analytical and critical study of complex literary texts from diverse times, places and cultures. Students explore how literary texts work and how ideas, values and assumptions are represented. They develop skills to theorise about texts and produce extended analyses and imaginative responses that draw on literary criticism and theory.

This course promotes independent, reflective, and sophisticated learners who engage deeply with literature and its aesthetic, cultural and social significance. Students develop advanced understandings of literary forms, styles and conventions, while exploring how language can shape and reflect individual and collective experiences.

They investigate and experiment with literary texts through multiple lenses, including postcolonialism, feminism, psychoanalysis and others, to understand how meaning is constructed and interpreted. This prepares students for tertiary literary studies, and supports critical engagement with the world through text.

## Pathways

English & Literature Extension is an advanced course designed for students who have demonstrated a strong aptitude and interest in literary study. It fosters higher-order thinking, critical reasoning and creative insight, preparing students for tertiary pathways in literature, law, journalism, academia, education, communication, and cultural industries.

## Objectives

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

- Demonstrate understanding of how literary texts are informed by context, purpose and audience.
- Evaluate different readings of texts and their theoretical bases.
- Apply knowledge of literary devices, features and conventions in analyses and responses.
- Create original imaginative and analytical texts informed by literary theory and criticism.
- Analyse the relationships among texts, theory, readers and contexts.
- Justify interpretations through evidence, theoretical application and literary evaluation.
- Synthesise and evaluate multiple readings and theoretical interpretations.
- Demonstrate critical awareness of how literature reflects and shapes culture, identity and power.

## Structure

Unit 3	Unit 4
Literary Readings and Analytical Explorations	Extended Interpretations and Imaginative Connections
<ul style="list-style-type: none"> <li>Explore multiple readings of complex texts.</li> <li>Evaluate interpretations using theoretical frameworks.</li> <li>Develop extended analytical and imaginative responses.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate relationships among context, theory, and text.</li> <li>Produce a scholarly essay and imaginative response.</li> <li>Extend understanding of how texts shape and reflect values.</li> </ul>

## Assessment

All assessment in **English & Literature Extension** is **summative**. Students complete three internal assessments and one external exam. Each contributes to a final subject result, with an overall subject score out of 100 and an A–E grade.

Unit 3		Unit 4	
IA1: Extended response — Reading and Defence	25%	IA3: Extended response – Academic Research Paper	25%
IA2: Extended response — Complex transformation and Defence	25%	Summative external assessment: Examination — analytical written response to stimulus	25%

## Prerequisites

10 English Extension	<b>B+</b>
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## Corequisites

Literature

# 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.

## 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
<ul style="list-style-type: none"><li>• Consumer arithmetic</li><li>• Shape and measurement</li><li>• Linear equations and their graphs</li></ul>	<ul style="list-style-type: none"><li>• Applications of trigonometry</li><li>• Algebra and matrices</li><li>• Univariate data analysis</li></ul>	<ul style="list-style-type: none"><li>• Bivariate data analysis</li><li>• Time series analysis</li><li>• Growth and decay in sequences</li><li>• Earth geometry and time zones</li></ul>	<ul style="list-style-type: none"><li>• Loans, investments and annuities</li><li>• Graphs and networks</li><li>• Networks and decision mathematics</li></ul>

## Assessment

In Units 1 and 2, all assessments are 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 mark contributes to the overall grade in the subject (A to E) and the ATAR calculation. Tests will be 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 1 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)

In Units 3 and 4, students complete four summative assessments. The results from each assessment are added together to provide a subject score 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	completed
10 Maths General Prep	C

## Corequisites

NIL
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# Japanese



## Overview

**Japanese** develops students' ability to comprehend, interpret and create meaning in another language. Through purposeful interaction with Japanese texts and contexts, students explore information, ideas, opinions and experiences while deepening intercultural understanding.

Students learn to identify tone, purpose, context and audience to make meaning and respond with accuracy. They analyse and evaluate language to draw conclusions, form viewpoints and justify perspectives using appropriate structures, vocabulary and conventions.

By applying their knowledge of Japanese language elements, students create and organise spoken, written and visual texts for a range of purposes. They communicate with coherence and fluency, demonstrating cultural awareness and an ability to engage meaningfully in diverse social settings.

Language learning in Japanese fosters flexible thinking, self-reflection and global engagement. It equips students with skills to navigate the world beyond their own, encouraging confident, informed and respectful participation in an interconnected, multilingual society.

## Pathways

Studying Japanese supports pathways in tourism, international business, diplomacy, education, translation, media, and technology. It builds valuable skills in communication, cultural understanding and problem-solving, preparing students for further study or careers in global industries and multicultural settings.

## Objectives

1. Comprehend Japanese to understand information, ideas, opinions and experiences.
2. Identify tone, purpose, context and audience to infer meaning.
3. Analyse and evaluate information and ideas to draw conclusions.
4. Apply knowledge of language elements of Japanese to construct meaning.
5. Structure, sequence and synthesise information to justify opinions and perspectives.
6. Communicate using contextually appropriate Japanese.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
My World	Exploring Our World	Society, Culture & Identity	My Present, My Future
Topic 1: Family/carers Topic 2: Peers and friendships Topic 3: Education systems	Topic 1: Travel and exploration Topic 2: Social customs (food, festivals, traditions) Topic 3: Japanese influence globally	Topic 1: Lifestyles and leisure Topic 2: Arts, entertainment, and sports Topic 3: Social groups and identity	Topic 1: The present (graduation, youth voices, volunteering) Topic 2: Future choices (careers, travel, global citizenship)

## 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).

Assessment	Weight	Type	Focus
IA1	20%	Short Response Exam	Read/listen to Japanese texts and analyse in English & Japanese
IA2	25%	Extended Response Exam	Write a response + hold a spoken conversation in Japanese
IA3	30%	Multimodal Presentation + Interview	Create a presentation using stimulus + follow-up interview
EA	25%	External Exam (QCAA)	Combination of reading, writing, listening, responding

## Prerequisite

Japanese	C
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# 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
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## Corequisites

NIL
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# 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 ideas and findings
- apply understanding
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate conclusions, claims and processes

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
Oceanography	Marine Biology	Marine Systems – connections and change	Ocean Issues and research management
<ul style="list-style-type: none"><li>• An ocean planet</li><li>• The dynamic shore</li></ul>	<ul style="list-style-type: none"><li>• Marine ecology and biodiversity</li><li>• Marine environmental management</li></ul>	<ul style="list-style-type: none"><li>• The reef and beyond</li><li>• Changes on the reef</li></ul>	<ul style="list-style-type: none"><li>• Oceans of the future</li><li>• Managing fisheries</li></ul>

## 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

Mathematical Methods is a subject that scales very highly for ATAR scores.

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 all fields of study. It may be a pre-requisite or highly beneficial for university courses in 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
<ul style="list-style-type: none"> <li>Arithmetic and geometric sequences and series 1</li> <li>Functions and graphs</li> <li>Counting and probability</li> <li>Exponential functions 1</li> <li>Arithmetic and geometric sequences</li> </ul>	<ul style="list-style-type: none"> <li>Exponential functions 2</li> <li>The logarithmic function 1</li> <li>Trigonometric functions 1</li> <li>Introduction to differential calculus</li> <li>Further differentiation and applications 1</li> <li>Discrete random variables 1</li> </ul>	<ul style="list-style-type: none"> <li>The logarithmic function 2</li> <li>Further differentiation and applications 2</li> <li>Integrals</li> </ul>	<ul style="list-style-type: none"> <li>Further differentiation and applications 3</li> <li>Trigonometric functions 2</li> <li>Discrete random variables 2</li> <li>Continuous random variables and the normal distribution</li> <li>Interval estimates for proportions</li> </ul>

## 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 1 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)

In Units 3 and 4, students complete four summative assessments. The results from each assessment are added together to provide a subject score 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 or interview with HOD
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## Corequisites

NIL
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# 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 Tier 2 scaling subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course in Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

## 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
- evaluate historical interpretations
- synthesise information from historical sources and evidence
- 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
Topic 1: Australian Frontier Wars, 1788-1930s Topic 2: French Revolution	Topic 1: American Civil Rights Movement Topic 2: Vietnam War	Topic 3: NAZI Germany Topic 4: Israel – 1917-1967	Topic 1: Terrorism and Northern Ireland Topic 2: End of the Soviet Union

## 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
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# Music



## 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 3 and 4 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+
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## Corequisites

General English or Literature
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# Physics



## Overview

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

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

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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- investigate phenomena
- evaluate conclusions, claims and processes

## 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
<ul style="list-style-type: none"> <li>• Heating processes</li> <li>• Ionising radiation and nuclear reactions</li> <li>• Electrical circuits</li> </ul>	<ul style="list-style-type: none"> <li>• Linear motion and force</li> <li>• Waves</li> </ul>	<ul style="list-style-type: none"> <li>• Gravity and motion</li> <li>• Electromagnetism</li> </ul>	<ul style="list-style-type: none"> <li>• Special relativity</li> <li>• Quantum theory</li> <li>• The Standard Model</li> </ul>

## 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



## Overview

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

## 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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- investigate phenomena
- evaluate conclusions, claims and processes

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual Development	Individual behaviour	Individual thinking	The influence of others
<ul style="list-style-type: none"> <li>The role of the brain</li> <li>Cognitive development</li> <li>Consciousness, attention and sleep</li> </ul>	<ul style="list-style-type: none"> <li>Intelligence</li> <li>Diagnosis</li> <li>Psychological disorders &amp; treatments</li> <li>Emotion and motivation</li> </ul>	<ul style="list-style-type: none"> <li>Brain function</li> <li>Sensation and perception</li> <li>Memory</li> <li>Learning</li> </ul>	<ul style="list-style-type: none"> <li>Social psychology</li> <li>Interpersonal processes</li> <li>Attitudes</li> <li>Cross-cultural psychology</li> </ul>

## 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



## Overview

Specialist Mathematics is a subject that scales very highly for ATAR scores.

Specialist Mathematics must 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
<ul style="list-style-type: none"><li>• Combinatorics</li><li>• Vectors in the plane</li><li>• Introduction to proof</li></ul>	<ul style="list-style-type: none"><li>• Complex numbers 1</li><li>• Trigonometry and functions</li><li>• Matrices</li></ul>	<ul style="list-style-type: none"><li>• Proof by mathematical induction</li><li>• Vectors and matrices</li><li>• Complex numbers 2</li></ul>	<ul style="list-style-type: none"><li>• Integration and applications of integration</li><li>• Rates of change and differential equations</li><li>• Statistical inference</li></ul>

## 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 1 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)

In Units 3 and 4, students complete four summative assessments. The results from each assessment are added together to provide a subject score 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 or interview with HOD
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## Corequisites

Mathematical Methods
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# Visual Art



Course cost \$25 per term

## 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
<p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: lenses to explore the material world</li> <li>• Contexts: personal and contemporary</li> <li>• Focus: People, place, objects</li> <li>• Media: 2D, 3D, and time-based</li> </ul>	<p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: art as a coded visual language</li> <li>• Contexts: formal and cultural</li> <li>• Focus: Codes, symbols, signs and art conventions</li> <li>• Media: 2D, 3D, and time-based</li> </ul>	<p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: constructing knowledge as artist and audience</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> <li>• Media: student-directed</li> </ul>	<p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: evolving alternate representations and meaning</li> <li>• Contexts: contemporary and personal, cultural and/or formal</li> <li>• Focus: continued exploration of Unit 3 student-directed focus</li> <li>• Media: student-directed</li> </ul>

## 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	20%	IA3: Project — inquiry phase 3	30%
IA2: Project — inquiry phase 2	25%	External Assessment: Examination	25%

## Prerequisites

10 Visual Art	C
10 English	C

## Corequisites

General English or Literature
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## APPLIED SUBJECTS

# Aquatic Practices



Course cost \$30 per term

### 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
<ul style="list-style-type: none"> <li>• Explore aquatic environments safely</li> <li>• Investigate specialised equipment</li> <li>• Investigate industry vocation</li> <li>• Analyse recreational and commercial activities and related policy</li> </ul>	<ul style="list-style-type: none"> <li>• Explore fishing techniques</li> <li>• Investigate sustainable fisheries management techniques</li> <li>• Analyse fishing techniques</li> <li>• Evaluate fishing techniques and police</li> </ul>	<ul style="list-style-type: none"> <li>• Observe wave and current properties</li> <li>• Model geological features</li> <li>• Explore weather and navigation</li> <li>• Interpret parks, wildlife and zoning legislation</li> </ul>	<ul style="list-style-type: none"> <li>• Explore aquatic biodiversity and ecosystems</li> <li>• Gain awareness of cultural significance of waterways</li> <li>• Develop conservation and management techniques</li> <li>• Evaluate current management techniques</li> </ul>

## 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

A

## 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 <ul style="list-style-type: none"> <li>• Creating multimodal and written texts</li> </ul>	Responding to reflective and nonfiction texts that explore human experiences <ul style="list-style-type: none"> <li>• Creating spoken and written texts</li> </ul>	<ul style="list-style-type: none"> <li>• Creating and shaping perspectives on community, local and global issues in texts</li> <li>• Responding to texts that seek to influence audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to popular culture texts</li> <li>• Creating representations of Australian identities, places, events and concepts</li> </ul>

## 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



## Overview

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
<ul style="list-style-type: none"> <li>Fundamental topic: Calculations</li> <li>Number</li> <li>Representing data</li> <li>Graphs</li> </ul>	<ul style="list-style-type: none"> <li>Fundamental topic: Calculations</li> <li>Managing money</li> <li>Time and motion</li> <li>Data collection</li> </ul>	<ul style="list-style-type: none"> <li>Fundamental topic: Calculations</li> <li>Measurement</li> <li>Scales, plans and models</li> <li>Summarising and comparing data</li> </ul>	<ul style="list-style-type: none"> <li>Fundamental topic: Calculations</li> <li>Bivariate graphs</li> <li>Probability and relative frequencies</li> <li>Loans and compound interest</li> </ul>

### 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%

### 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%

# Industrial Technology Skills



Course cost \$30 per term

## 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.

## Uniform Requirements

As part of the practical components of this course, students will be required to provide their own personal protective equipment (PPE). This includes steel cap boots, a high-visibility long-sleeve shirt, and long pants to ensure safety during hands-on activities. All PPE must meet workplace safety standards and is to be supplied at the student's own expense.

## 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 & 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 & Recreation



Course cost \$30 per term

## 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
Coaching & Officiating	Challenge in the Outdoors	Emerging Trends in Sport, Fitness & Recreation	Event Management
Explores coaching and officiating, in safe and inclusive environments, investigating best practices, planning strategies, to develop important character traits for coaches and officials.	Explores various outdoor activities including camping, orienteering, bushwalking, navigational skills, bushcraft, canoeing, fishing, cycling and climbing.	Explores global shifts in participation in sport, fitness and recreation such as yoga, bushwalking, cycling, gym and running.	Explores a range of diverse skills about how to organise, manage and promote events in sport and recreation activities including the sport, tourism, marketing, media and cultural sectors.

## 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	
D1 - Project	25%	D2 - Practical Demonstration	25%
C1 - Project	25%	C2 – Performance	25%

# Visual Arts in Practice



Course cost \$25 per term

## 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/C	Unit 2/D	Unit 3/A	Unit 4/B
Clients	Transform and Extend	Looking inwards (self)	Looking outwards (others)

## 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).

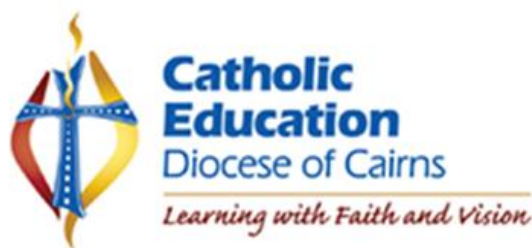
Unit A		Unit B	
A1 Project	25%	B1 Project	25%
A2 Resolved Artwork	25%	B2 Resolved Artwork	25%

## VET COURSES

# CPC10120 Certificate I in Construction

Course cost to be confirmed

Registered training organisation (RTO):  
Catholic Education Diocese of Cairns (RTO Code: 40807)



**QCE Credits:** 3 Core Credits

### Description

The qualification CPC10120 is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in the construction industry.

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.

Commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of eighteen (18) months. A student can only participate in a CEDC VETiS program with the permission of their school.

### Application

The learning program should develop trade-like skills but not aim to deliver trade-level expertise. For example, the expected outcome in tiling is not to master trade-level techniques and theory, but to gain an introduction to tiling—understanding how tiles are laid, aligned, and adhered, and having the opportunity to tile a basic surface. Similarly, in general construction, the focus should be on learning how to safely use hand and power tools to construct or modify simple timber projects, rather than teaching advanced joinery or structural framing. The emphasis should be on using construction tools and equipment to complete practical tasks safely, ensuring the well-being of each learner and those around them.

### Eligibility - Cost

This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list. Our school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026.

### Uniform requirements

As part of the practical components of this course, students will be required to provide their own personal protective equipment (PPE). This includes steel cap boots, a high-visibility long-sleeve shirt, and long pants to ensure safety during hands-on activities. All PPE must meet workplace safety standards and is to be supplied at the student's own expense.

### Training and Assessment Delivery

This course is delivered at the student's school as part of their timetabled classes by teachers of MacKillop Catholic College.

All training and assessment will be conducted face to face classroom-based training at the school workshop.

CEDC is responsible for all training and assessment.

### Core

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
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCWHS1001*	Prepare to work safely in the construction industry

### Elective

CPCCCM2006	Apply basic levelling procedures
CPCCOM1015	Carry out measurements and calculations
CPCCOM2001*	Read and interpret plans and specifications

Notes:

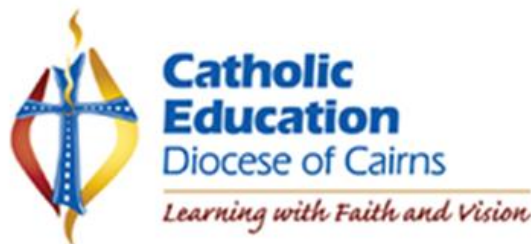
- ∅ \*Prerequisite units of competency - An asterisk (\*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
- ∅ Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.
- ∅ # The unit CPCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

More information about this qualification is available at: <https://training.gov.au/training/details/CPC10120/qualdetails>

# MEM20422 Certificate II in Engineering Pathways

Course Cost to be confirmed

Registered training organisation (RTO):  
Catholic Education Diocese of Cairns (RTO Code: 40807)



**QCE Credits:** 4 Core Credits

## Description

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

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

Commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a CEDC VETiS program with the permission of their school.

## Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together. Similarly with machining, the outcome should be something produced on a lathe etc, not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs to be done in a safe manner for each learner and those around them.

## Eligibility - Cost

This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list. Our school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026.

## Uniform requirements

As part of the practical components of this course, students will be required to provide their own personal protective equipment (PPE). This includes steel cap boots, a high-visibility long-sleeve shirt, and long pants to ensure safety during hands-on activities. All PPE must meet workplace safety standards and is to be supplied at the student's own expense.

## Training and Assessment Delivery

This course is delivered at the student's school as part of their timetabled classes by teachers of MacKillop Catholic College.

All training and assessment will be conducted face to face classroom-based training at the school workshop.

CEDC is responsible for all training and assessment.

## Core

MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices

## Elective

MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

Notes:

- \*Prerequisite units of competency - An asterisk (\*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
- Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

More information about this qualification is available at: <https://training.gov.au/Training/Details/MEM20422>



### Qualification

SIS30321 Certificate III in Fitness + SIS20321 Certificate II in Sport Coaching (Dual Qualification)

### Registered Training Organisation

Binnacle Training - RTO 31319

### Entry Requirements

A standard entry requirement across all Binnacle Certificate Programs is that students must have good quality written and spoken communications skills. As per the LLN assessment tab, there are three Language, Literacy & Numeracy (LLN) Screening activities plus an assessment record.

These activities and assessment records help identify those key LLN skills (including ACSF level ranges 1-3) that are relevant to the Binnacle Training program that has been selected.

The purpose of these screening tools is to identify:

1. Students that may not (yet) be suited to official enrol in a Binnacle Certificate III/II program.
2. Students that may require individualised LLN support (i.e. development of an Individual Learning Plan).

### 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

SIS20321 Certificate II in Sport Coaching 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 \$495 + \$75 for First Aid & CPR. Students will be invoiced by Binnacle throughout the course of the first year.

### 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
SISXIND011	Maintain sport, fitness and recreation industry knowledge
SIRXWHS001	Work safely
BSBSUS211	Participate in sustainable work practices
SISSPAR009	Participate in conditioning for sport
SISSSCO001	Conduct sport coaching sessions with foundation level participants
SISSSCO002	Work in a community coaching role
BSBPEF301	Organise personal work priorities
HLTAID011	Provide first aid

The fitness dual qualification pathway opportunity is a combination of the Certificate II in Sport Coaching (VETiS funded course) and Certificate III in Fitness. The Certificate II in Sport Coaching 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 qualifications.**

### **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 (August, 2025).

## Qualification

10971NAT Certificate IV in Justice Studies

## Registered Training Organisation

Professional Investigators College of Australasia

## Cost

\$750 up-front fee (current at July 2025)

## 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 online. 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

### Core Units

NAT10971001	Provide information and referral advice on justice-related issues
NAT10971002	Prepare documentation for court proceedings
NAT10971003	Analyse social justice issues
BSBXC401	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 prorated 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 at the discretion of the Principal.

## Qualification

BSB30120 CERTIFICATE III IN BUSINESS + SIT20122 CERTIFICATE II IN TOURISM

## Registered Training Organisation

Binnacle Training

## Cost

\$395



## 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. Completion of Year 10 Economics and Business is strongly recommended. Students are required to undertake an LLN test to determine suitability and any support needs.

## Learning Experiences

Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

## Pathways

This course is recommended for students looking to gain employment or further study opportunities in Business and Tourism related fields

## Qualification Structure

UNITS OF COMPETENCY			
SITTIND003	Source and use information on the tourism and travel industry	BSBPEF301	Organise personal work priorities
CUAEVP211	Assist with the staging of public activities or events	BSBPEF201	Support personal wellbeing in the workplace
SITXCOM006	Source and present information	BSBWHS311	Assist with maintaining workplace safety
BSBTEC201	Use business software applications	BSBSUS211	Participate in sustainable work practices
BSBTEC203	Research using the internet	BSBTWK301	Use inclusive work practices
SITXCCS009	Provide customer information and assistance	BSBXCM301	Engage in workplace communication
SITXWHS005	Participate in safe work practices	BSBXTW301	Work in a team
SITXCOM007	Show social and cultural sensitivity	BSBCRT311	Apply critical thinking skills in a team environment
SITXCCS011	Interact with customers	BSBTEC301	Design and produce business documents
SITXCCS010	Provide visitor information	BSBWRT311	Write simple documents
SITXCOM008	Provide a briefing or scripted commentary		
OPTIONAL ADDITIONAL UNITS OF COMPETENCY			
BSBCMM411	Make presentations*	BSBPEF402	Develop personal work priorities*

**\*Delivered through a Third Party arrangement\***

**Students must successfully complete all Units of Competency to achieve the Certificate III in Business + Certificate II in Tourism**

## 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 (August, 2025).

**Further Information**

Refund Policy: Refund for students exiting a certificate course is on prorated basis related to the unit/s of competency covered (less a \$50.00 administration fee).

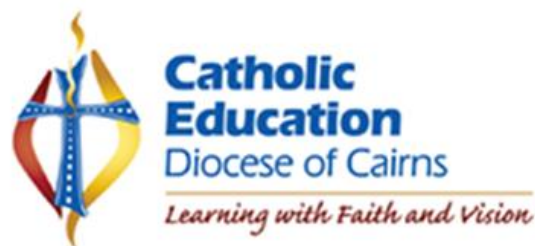
Students must have evidence of the reason/s why exit from the course is being sought (e.g. a medical certificate or show extreme personal hardship). Applications for refund at the discretion of the Principal.

## Qualification

SIT01222 Certificate II in Hospitality

## Registered Training Organisation

Catholic Education Diocese of Cairns (RTO Code: 40807)



## Entry Requirements

Pass in Year 9 Mathematics and English

A Literacy, Language and Numeracy Assessment will be conducted prior to student enrolment

## Cost

To be confirmed.

## 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
SITHFAB027	Serve food and beverage
BSBTWK201	Work effectively with others
SITHCCC024	Prepare and present simple dishes
SITXCCS011	Interact with customers
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 hospitality 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 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 engagement in a minimum of 12 hospitality service periods

**Service Agreement**

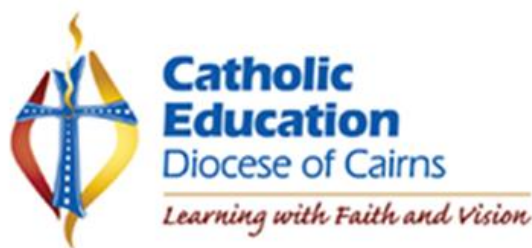
This is a 1 year course delivered in Year 11 at MacKillop Catholic College. The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students successfully achieving all qualification 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 (August, 2025).

## Qualification

BSB20120 Certificate II in Workplace Skills

## Registered Training Organisation

Catholic Education Diocese of Cairns (RTO Code: 40807)



## Entry Requirements

Pass in Year 9 Mathematics and English

A Literacy, Language and Numeracy Assessment will be conducted prior to student enrolment

## Cost

To be confirmed.

## 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
BSBOPS201	Work effectively in business environments
BSBPFE202	Plan and apply time management
BSBSUS211	Participate in sustainable work practices
BSBWHS211	Contribute to the health and safety of self and others
BSBPFE201	Support personal wellbeing in the workplace
BSBTEC202	Use digital technologies to communicate in a work environment
BSBPFE101	Plan and prepare for work readiness
BSBTWK201	Work effectively with others

**\*\*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 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 (August, 2024).

# HLT23221 Certificate II in Health Support Services

Course cost to be confirmed

Registered training organisation (RTO):  
Connect 'n' Grow (RTO Code: 40518)



**QCE Credits:** 4 Core Credits

## Description

Designed for senior high school students to gain an understanding of the Health Industry.

The HLT23221 Certificate II in Health Support Services will provide students with a basic understanding of the skills reflecting the role of workers who provide support for the effective functioning of health services.

## Eligibility - Cost

This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list.

## Training and Assessment Delivery

This course is delivered at the student's school as part of their timetabled classes by teachers of MacKillop Catholic College. Training and assessment will be delivered in combination of online study, classroom-based delivery, and project-based learning.

Connect 'n' Grow is responsible for all training and assessment.

### Core

CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTWHS001	Participate in workplace health and safety

### Elective

BSBINS201	Process and maintain workplace information
BSBMED301	Interpret and apply medical terminology appropriately
HLTFSE002	Provide ward or unit based food preparation and distribution services
HLTHSS009	Perform general cleaning tasks in a clinical setting
BSBPEF202	Plan and apply time management
BSBTEC201	Use business software applications
HLTWHS005	Conduct manual tasks safely
SITXFSA005	Use hygienic practices for food safety

Notes:

- ∅ Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.