



**St Patrick's College**  
GYMPIE  
*Let your light shine*



# Senior Handbook 2024

St Patrick's College Gympie  
May 2023



# Contents

<b>Welcome to the Senior Years of Study</b> .....	<b>4</b>
<b>Community Partnership at St Patrick's College</b> .....	<b>5</b>
<b>Handbook Purpose</b> .....	<b>6</b>
<b>Transitioning to Senior Studies</b> .....	<b>7</b>
<i>Year 10 Senior Education and Training (SET) Plan</i> .....	7
<i>Choosing Senior Subjects</i> .....	8
<i>Subject Changes</i> .....	8
<i>Information Provided to Parents</i> .....	8
<b>Senior Education Profile</b> .....	<b>9</b>
<i>Statement of results</i> .....	9
<i>Queensland Certificate of Education (QCE)</i> .....	9
<i>Queensland Certificate of Individual Achievement (QCIA)</i> .....	9
<b>Pathways Beyond Senior Schooling</b> .....	<b>10</b>
<i>Tertiary Entrance</i> .....	10
<i>Making Tertiary Choices</i> .....	10
<i>Australian Tertiary Admission Rank (ATAR) eligibility</i> .....	10
<b>Senior Schooling Pathways</b> .....	<b>12</b>
<i>Subject Choices</i> .....	13
<b>Senior subjects</b> .....	<b>14</b>
<b>General syllabuses</b> .....	<b>15</b>
<i>Structure</i> .....	15
<i>Assessment</i> .....	15
<b>Applied syllabuses</b> .....	<b>16</b>
<i>Structure</i> .....	16
<i>Assessment</i> .....	17
<b>Vocational Education Courses</b> .....	<b>17</b>
<i>Vocational Qualifications</i> .....	17
<b>Assessment Policy</b> .....	<b>19</b>
<b>Potential Courses for 2024</b> .....	<b>20</b>
<i>English</i> .....	22
<i>Literature (English)</i> .....	24
<i>Essential English</i> .....	26
<i>General Mathematics</i> .....	28

<i>Mathematical Methods</i> .....	30
<i>Specialist Mathematics</i> .....	32
<i>Essential Mathematics</i> .....	34
<i>Study of Religion</i> .....	36
<i>Religion &amp; Ethics</i> .....	38
<i>Ancient History</i> .....	40
<i>Business</i> .....	42
<i>Geography</i> .....	44
<i>Legal Studies</i> .....	46
<i>Modern History</i> .....	48
<i>Diploma of Business (BSB50120)</i> .....	50
<i>Certificate IV in Crime and Justice Studies (10971NAT)</i> .....	52
<i>Certificate III in Business (BSB30120)</i> .....	54
<i>Biology</i> .....	56
<i>Chemistry</i> .....	58
<i>Physics</i> .....	60
<i>Psychology</i> .....	62
<i>Agricultural Practices</i> .....	64
<i>Science in Practice</i> .....	66
<i>Certificate II Sampling and Measurement (MSL20122) / Certificate III Laboratory Skills (MSL30122)</i> .....	68
<i>Drama</i> .....	69
<i>Film, Television &amp; New Media</i> .....	71
<i>Music</i> .....	73
<i>Visual Art</i> .....	75
<i>Drama in Practice</i> .....	77
<i>Media Arts in Practice</i> .....	79
<i>Visual Arts in Practice</i> .....	81
<i>Design</i> .....	83
<i>Hospitality Practices</i> .....	85
<i>Industrial Technology Skills</i> .....	87
<i>Certificate I in Construction (CPC10120)/ Certificate II in Construction Pathways (CPC20220)</i> .....	89
<i>Certificate II in Engineering Pathways (MEM20422)</i> .....	92
<i>Certificate III Hospitality (SIT30622)</i> .....	94
<i>Certificate III Tourism (SIT30122)</i> .....	96
<i>Health</i> .....	98
<i>Physical Education</i> .....	100
<i>Early Childhood Studies</i> .....	102
<i>Certificate III Sport and Recreation (SIS30321) / Certificate II Sport and Recreation (SIS20115)**</i> .....	104

<b>Additional Learning Opportunities.....</b>	<b>106</b>
<i>TAFE East Coast.....</i>	<i>106</i>
<i>Distance Education Subjects.....</i>	<i>106</i>
<i>Non-curriculum Learning Opportunities .....</i>	<i>107</i>

# Welcome to the Senior Years of Study

Dear Students

As senior students, you are on an exciting and challenging component of your life long educational journey. Discussions made now impact on future success and informed decision-making means arriving at the goal is much easier.

Our Vision for Learning is ‘Fostering Talent, Providing Challenge, Pursuing Wisdom’. At St Patrick’s College, we value education and provide for diverse pathways that lead to tertiary education, apprenticeships and traineeships, or work options. Educational research proves that education impacts on post-school economic, social and spiritual health. Qualifications are important – starting with the QCE (usually achieved at the end of Year 12) and progressing to post school education and training such as tertiary studies, apprenticeships or traineeships or ongoing training in the workforce. However, we value education beyond the material benefits that education leads to. Our educational vision is to enhance the spiritual, academic, social, physical and cultural aspects of each of our students. Our vision for education is that it prepares one for life. When talents are utilised, challenges are sought and overcome and wisdom is gained. An education shared benefits the individual and the community.

In choosing St Patrick’s College, students make a commitment to the Catholic ethos of our College - a commitment to learn about and practise Gospel values in our community. We have high expectations that our Senior students will contribute to the community by modelling right relationships with others. The *Memorandum of Understanding* you will sign clearly states your responsibilities as a Senior student. The next two years will be full of challenges and excitement as you prepare for your individual learning pathway. The effort required will be substantial. Your determination in achieving your goals and how you invest in yourself will be the measure of your achievement.

Please read this information booklet carefully and discuss your choices with your parents and advisors. This will allow you to plan carefully and utilise your gifts to their full advantage.

I am confident that, with support and effort, all students at St Patrick’s College will “Let their light shine” and that the next two years will be an ideal opportunity for you to develop your gifts and talents as you mature into a young adult.

Mr Mark Newton  
Principal

# Community Partnership at St Patrick's College

Student outcomes are best achieved through partnership between the student, parent and College. Each contributor to the partnership needs to be aware of how they can work together in an educational community, founded in a holistic Catholic world-view. The aim is to put in effort to grow capable, morally attuned, life-long learners.

Students entering the Senior phase of learning at St Patrick's College are asked to:

- Respect, support and promote the College mission and values.
- Be an effective role model for younger students by way of good example in behaviour, attitude, presentation and study.
- Enhance the reputation of the College by maintaining a high standard of politeness, behaviour, dress and language at all times, both in and out of the College.
- Participate fully in the Religious Education and Pastoral Program of the College, including participation in RE days, Religion classes, retreats, camps, Social Justice programs, Driver Education programs, House celebrations, sports days and College liturgies and celebrations.
- Abide by the College rules and policies.
- Attend school and all timetabled classes, participating in all learning activities to the best of their ability – keeping in mind 'individual work for collaborative learning'.
- Respect and support the rights of teachers to teach and other students to learn

Parents recognise the responsibilities of assisting their children in meeting all of these expectations.

The College is the sum of the traditions, students, parents and staff, with the staff using the resources available to provide opportunities for students to grow academically, physically, socially and spiritually.

# Handbook Purpose

This booklet is designed to assist you, with the support of your parents, in choosing senior subjects. It is important that the choice is made carefully, as decisions may affect your success and attitudes towards school and your career choice beyond school. For most people, there is not one right job, but several jobs they could do and enjoy. Different jobs will suit you at different times. Your career is your whole working life, which can be made up of different jobs, volunteering and vocations, involving many changes in direction.

It is important that you make informed choices. It is wise to base your career decisions on a good understanding of yourself, as well as a thorough knowledge of the jobs and courses open to you. It takes time to think about yourself, to decide what sort of lifestyle you want, to talk to people and to explore occupations. This is also an evolving process, and you could easily find your ideas changing over time. It is important to talk about these feelings with peers, teachers and parents as they occur.

When you are investigating career possibilities, realise that some of your thoughts and decisions could be influenced by:

- family advice, pressure or expectations
- peer group pressure
- “role models”, i.e., seeing people you admire or respect doing a particular job
- society or community expectations
- the media

It is important that you realise that the decision is up to you.

Remember, it is your individual interests, talents, experience, training, education, skills, values, beliefs and knowledge that need to be considered when it comes to making a choice. Don't give up if someone thinks your dream is foolish, hard to achieve, or out of your reach. It is wise to seek advice and help from people who are able to offer it, but remember that the final decision is yours. It is important that you take charge of your future. Only you can make career choices that work for you. You are the person best suited to choose work that suits your own unique skills, knowledge, personality and interests.

Your first choice for Year 11 study will be between the ATAR focus pathway (often associated with direct university entrance), the Vocational pathway (mostly for those considering work, a trade or TAFE after school) or a blended pathway. If you have been doing well in your subjects, are aiming at attending university, and enjoy studying academic subjects, you should make choices that make you ATAR eligible (either the ATAR focus or blended pathways). However, if you have found many of your subjects difficult, or wish to gain employment or attend TAFE after school, or prefer more practical “hands-on” subjects, then the Vocational pathway would be more suitable.

# Transitioning to Senior Studies

## Year 10 Senior Education and Training (SET) Plan

The SET Plan is the document that is developed by every Year 10 student with the help of school staff and parents. It is a plan that helps students work toward their goals in their senior years at school and then onto tertiary study and the world of work. The school keeps an electronic copy.

The SET Plan is designed to:

- promote learning that is aligned with the students' aspirations and abilities that leads to the awarding of a Certificate of Education, ATAR, Vocational Qualification or a viable work option
- serve as a reference point or map for the students as they pass through their senior years
- support participation in further education and training
- promote ongoing discussions between students, parents and school staff
- continue to prepare students to take the responsibility for their own learning
- provide the school with a starting point to monitor students' progress through their senior phase of learning

The SET Plan will involve four stages:

- thinking about your future
- exploring the options
- documenting the plan
- implementing the plan

Students have undertaken reflection and personal exploration of capacity and interest whilst completing their Certificate II in Work Skills and in Life Skills classes. A number of parent and student meetings are arranged for students to meet with College Leaders and teachers of Year 11 and 12 Subjects. Students then undertake a SET Plan online process with their parents, and then meet with designated teachers to confirm how the intended course of study aligns with the best interest of the student, family and College.

By the time students are ready to commit to their SET plan, they need a detailed understanding of:

- their personal goals and aspirations
- education and training requirements to achieve their goals
- areas of strength and areas requiring further attention
- contingencies that allow for changed circumstances
- the full range of career options and pre-requisites

Students receive their student code and a password so that they can log into the SET plan online. This is discussed at the interview. After subject lines have been finalised, the student's subject choices are uploaded into their SET plan.

## Choosing Senior Subjects

The initial information about senior schooling is provided during Life Skills classes, Industry Day, meetings with subject teachers, and then the Year 10 Student and Parent night. Students and parents later meet with members of the College staff to discuss pathways and subject choices. Before this meeting, it is important to consider goals and levels of commitment to learning. It is expected that students will have completed most of their SET plan online before this meeting.

Subject choice should be based on:

- subjects enjoyed
- in which the student has demonstrated some ability or aptitude
- which will help reach chosen course and career goals
- which will help develop skills, knowledge and attitudes useful throughout life
- which will keep options open if not sure about further directions.

When planning to study a university course, the prerequisite and recommended subjects need to be considered.

Relate subjects to current career information It is helpful to have a few career choices in mind before choosing subjects. The discussion during the interview will help. If uncertain about this at present, try to choose a Year 11 course that will keep several career options open.

## Subject Changes

Subject changes are possible if a student finds a subject too difficult or feels that a particular subject is not proving beneficial. Changing subjects involves discussion with a Learning Team Middle Leader, consulting the teachers of the subjects involved, checking the impact on ATAR and QCE eligibility, and receiving the permission of parents.

Subject changes normally occur within one week of receiving semester reports or at the end of a unit. Changes during a unit are not advised as they prevent students from completing the course work required to gain the QCE point for that unit. ATAR requirements mean that students need to complete General Subjects in full units of study in Year 11, and as a paired set in Unit 3 & 4.

Generally speaking, it is expected that all Year 11 students will complete Unit 1 before making any subject changes.

Students choosing a subject offered through the School of Distance Education are expected to study that subject for at least a year, and will need to negotiate this with the Middle Leader Pathways and the Deputy Principal. There is considerable work involved in having students access this option and the choice should not be made lightly.

## Information Provided to Parents

During the two years of senior schooling, there are a number of opportunities for parents to discuss their child's progress and to receive information.

- School reports are issued mid-Semester 1, at the end of Semester 1 and at the end of Semester 2.
- Parent-teacher meetings are held after Term 1 and Semester 1 reports are issued. However, appointments to discuss concerns can be made with the relevant teachers at any time during the year.
- Information Evenings are held in both Years 11 and 12.



# Senior Education Profile

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

- statement of results
- 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).

## Statement of results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed. A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

## Queensland Certificate of Education (QCE)

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

The Queensland Certificate of Education (QCE) is a statement of attainment provided to young people who have achieved set standards in a significant amount of learning and met literacy and numeracy requirements. QCE requirements: To be eligible for the QCE, you must gain 20 (semester) credits which meet set standards and requirements

These requirements are:

- Completion of [Core Units](#)
  - [Literacy and Numeracy](#)
  - Duplication Avoidance
- Full fact sheets are available from the QCAA links (above).

In essence, this means that:

- Students need to pass each Semester of their courses to gain credit for each phase or unit of learning. This is updated online regularly. General and Applied subjects contribute 1 QCE point per Unit of study, with Units 3&4 being counted as a pair.
- Students must also meet basic literacy and numeracy standards.
- Students can only claim the highest level of VET courses from the same Training Package and only a limited number of QCE points can be attributed from lower level Certificate courses.

## Queensland Certificate of Individual Achievement (QCIA)

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

# Pathways Beyond Senior Schooling

## Tertiary Entrance

This section applies to students contemplating university studies after school. Several factors determine whether or not students are accepted into particular courses at university. Each tertiary course has a quota or limit on the number of students who can be accepted each year. The higher the result, the better the chances of being admitted into the tertiary course of choice. Below are the requirements for entry into a course at university:

1. Pre-requisite subjects must have been studied. Each course will stipulate certain General subjects, particularly General English or Literature and minimum achievement levels which students need. Mathematics and Science subjects are also frequently listed as pre-requisites; however, many courses and careers do not have these subjects as pre-requisites.
2. Students must have a sufficiently high ATAR. Whilst there is a guide published annually, the ATAR cut offs are based on prior yearly trends and may not completely reflect the application intentions of the students in your year level.
3. Some courses require direct application and demonstration of practical capacity.
4. Some universities will accept Cert III and above as alternatives to an ATAR, though this is dependent on each individual university, and is subject to change. These courses will also contribute to the ATAR calculation.

## Making Tertiary Choices

All tertiary institutions produce handbooks, prospectuses and brochures which provide course details. They can be obtained from the institution, the Career Section in the College library or from the university websites. Most tertiary institutions hold annual information days to provide course information and advice. When choosing a tertiary course, you should consider the entrance requirements, the subjects involved, how they are taught and assessed, the opportunities to combine subjects from a number of different disciplines. Other important things that may affect your decision include the length of a course, costs involved, and the availability of part time study. It is also necessary to choose an institution carefully. Factors you should consider include the size of its student population, its location (in terms of time and money spent in travel), support services, and the availability of accommodation on or near the campus.

## Australian Tertiary Admission Rank (ATAR) eligibility

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

- best five General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

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

## English requirement

Eligibility for an ATAR will require satisfactory completion of any 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 result to be included in the calculation of their ATAR.

## Certificate and Diploma Courses

Certificate III and higher courses can contribute to the ATAR calculation and can provide a good safety net for students wishing to undertake a tertiary pathway as they also provide a Selection Rank, which is used in the same way as an ATAR. Whilst the rank they provide can vary between universities, in general, a Certificate III course provides a rank of 68, a Certificate IV a rank of 72 and a Diploma a rank of 82 (University of Sunshine Coast). It is highly recommended that students who undertake this pathway to university entrance study at least 4 General subjects to ensure they meet prerequisites and develop the breadth and depth of skills needed for success in university.

# Senior Schooling Pathways

<b>Outcomes</b>	<b>Queensland Certificate of Education (QCE)</b>		
	<b>Australian Tertiary Admissions Rank (ATAR)</b>		
	<b>Vocational Certificates</b>		
<b>Pathway</b>	<b>ATAR FOCUS</b> SET PLAN: ATAR 6, ATAR 5	<b>BLENDED</b> SET PLAN: BLENDED 4	<b>VOCATIONAL</b> SETPLAN: VET PATHWAY
<b>Best pathway For students who:</b>	<ul style="list-style-type: none"> <li>• Want entry to competitive university courses</li> <li>• Are achieving high results in academic subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Are unsure of their pathway beyond school (university, TAFE or work)</li> <li>• Are achieving good results in academic subjects</li> <li>• Have an interest in vocational learning</li> </ul>	<ul style="list-style-type: none"> <li>• Want entry to the workforce or TAFE</li> <li>• Find academic subjects challenging and prefer practical “hands on” subjects</li> <li>• Are seeking an alternate pathway to university</li> </ul>
<b>Learning in this pathway consists of:</b>	<ul style="list-style-type: none"> <li>• 5 or 6 General subjects</li> </ul>	<ul style="list-style-type: none"> <li>• 4 General subjects + 2 other modes of learning (Applied, Certificate or traineeship/ apprenticeship)</li> </ul>	<ul style="list-style-type: none"> <li>• 6 subjects/modes of learning from General, Essential, Applied, Certificate or traineeship/ apprenticeship</li> </ul>

## Subject Choices

All students must choose an English, Maths and Religious Education subject as their Core subjects.

If students do not choose Study of Religion, they must take Religion & Ethics. Students at Brisbane Catholic Education Colleges are to study a timetabled class of religion and these two subjects meet those requirements. In addition, SOR is a highly ranked General Subject that contributes to an ATAR. Religion and Ethics is an enhanced Applied Subject that may now contribute to an ATAR under certain circumstances.

## ATAR Focus Pathway

These are several possible ways to achieve an ATAR. The recommended combinations for students aiming for university entrance, especially in highly competitive courses, require an ATAR eligible pathway such as:

- 6 General Subjects
- 5 General Subjects + 1 Applied Subject or Certificate III or higher

Students taking the ATAR focus pathway are generally advised to choose six General subjects, although they may choose up to two other subjects that have ATAR accreditation (please see the sections that follow). This provides the greatest potential for achieving well in scaled ATAR input scores.

## Blended Pathway

Students wishing to study any other combination of General, Applied and Certificate Courses and still receive an ATAR are considered to be taking a blended pathway.

Students taking a blended pathway must also study Religious Education or Study of Religion, an English subject, and a Maths subject. They then may choose 3 other subjects, including general or applied subjects or a certificate course.

## Vocational Pathway

Students taking a blended pathway must also study Religious Education, an English subject, and a Maths subject. They then may choose 3 other subjects, including General or Applied subjects or a certificate course.

Students on this pathway are generally not seeking to achieve an ATAR but this does not rule out tertiary education in the future. Universities have diverse enrolment practices including direct entry from some vocational education courses or entry via a Diploma course post school.

## Limitations on Subject Offerings

Because of timetable restrictions, it is not possible to offer every subject combination. A number of subjects are taught as composite classes with Year 11 and Year 12 students. This enables a greater subject choice on each elective line, but also means that some subjects are 'locked' together on a line.

If only a small number of students wish to study a subject, it is unlikely to be offered. Students may be able to access that subject through the School of Distance Education.

Conversely, if too many students wish to study a subject, preferential admission will be determined on the basis of merit. For example, students taking the non-ATAR Pathway are given preferential access to certificate and school-based subjects. Students indicate subject preference at the time of their interview through the Subject Selection Online process.

# Senior subjects

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of an ATAR. Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

St Patrick's College offers students the opportunity to pursue a substantial range of subjects and courses in the following categories:

- General Subjects
- Applied Subjects
- FisherONE or Brisbane School of Distance Education subjects
- Certificate I, II, III, IV and Diploma courses in class time
- Certificate and TAFE courses from external providers
- Traineeships and School-based Apprenticeships as negotiated.

## General syllabuses

General subjects are suited to students who are interested in pathways that lead primarily to tertiary studies and to pathways for vocational education and training and work.

## Applied syllabuses

Applied subjects are suited to students who are primarily interested in pathways that lead to vocational education and training or work.

## Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

## Underpinning factors

All senior syllabuses are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

## Applied syllabuses

In addition to literacy and numeracy, Applied syllabuses are underpinned by:

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom

- core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

## Vocational Education and Training (VET)

Students can access a VET program through the school if it:

- is a subject offered via the school as a Registered Training Organisation (RTO) OR an external Registered Training Organisation
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

# General syllabuses

## Structure

The syllabus structure consists of a course overview and assessment.

### General syllabuses course overview

General syllabuses 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.

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

### Extension syllabuses course overview

Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study.

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

## Assessment

### Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers 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. Schools should develop at least *two* but no more than *four* assessments for Units 1 and 2. At least *one* assessment must be completed for *each* unit.

Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

## 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.

Schools develop *three* internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus. The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. 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 students' 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 (typically Year 12).

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

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

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment.

# Applied syllabuses

## Structure

The syllabus structure consists of a course overview and assessment.

### Applied syllabuses course overview

Applied syllabuses 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.

A course of study for Applied syllabuses includes core topics and elective areas for study.



## Assessment

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result.

Schools should develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

### Instrument-specific standards matrixes

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

### 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. Schools develop *three* of the summative internal assessments for each senior subject 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.

### Summative internal assessment — instrument-specific standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

The instrument-specific standards 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.

## Vocational Education Courses

### Vocational Qualifications

Vocational education and training (VET) helps Year 11 and Year 12 students in their transition from school to work. It contributes to young people's chances of obtaining employment upon leaving school.

It is important to realise that Vocational Education subjects still require students to study and to work hard. In some subjects, the course demands may exceed the normal work requirements of senior students undertaking traditional academic subjects, particularly certificates at a Diploma or Certificate IV level. Vocational qualifications are nationally recognised and allow for articulation or advanced standing to any institute in Australia offering national modules as part of their course.

VET in schools potentially opens up a range of post-school further education, training and employment possibilities. Many students are able to link their study with a school-based apprenticeship or traineeship. Students in Vocational Education subjects may seek recognition of their prior learning. They would obtain an application form for Recognition of Prior Learning (RPL) from the subject teacher, and submit this with appropriate evidence. Details about subjects and specific modules are provided in this handbook.

## Cost of Vocational Education

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school. This does not apply to all courses.

This means that if a student is eligible, the course is provided to them fee-free or at a reduced cost. To be eligible to receive VETiS funding, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, or have already under the DESBT funding arrangements, fee for service arrangements are available.

Qualification	VETiS Funding	Price using VETiS funding	Price with no VETiS funding
Cert III Business (St Patrick's is RTO)			
TAFE at School courses	Yes	0 *	varies
Cert III Tourism	Yes	495	990
Cert III Hospitality	Yes	495	990
Cert I Construction	Yes	0 **	1200
Cert II Construction	Yes		
Cert II Engineering	Yes	0 **	1200
Cert II Sport and Recreation Cert III Sport and Recreation			335 (+55 First Aid)
Cert II Measurement and Sampling	Yes	0	1900
Cert III Laboratory Skills	Yes	0/500***	+500
Cert IV Crime and Justice	No		750
Diploma of Business	No		849

\* TAFE at School courses use VETiS funding as they are the most expensive without this funding

\*\* Students who access VETiS funding for the Cert I/II Construction also can complete the Cert II Engineering at no additional fee.

\*\*\* If sufficient students enrol in Certificate III Laboratory Skills the fee will be waived otherwise \$500

*This information is correct at time of printing.*

At St Patrick's College, we want to support students and families to be able to access appropriate pathways and are a registered training organisation (RTO). We also have arrangements with a number of other RTOs and actively seek courses at an accessible price point.

**To help families be able to afford certificate courses, St Patrick's College will refund half the price of parent contributions to non-VETiS funded courses upon successful completion.**

# Assessment Policy

The College Assessment Policy adheres to the requirements that the Queensland Curriculum and Assessment Authority mandates for the New QCE (Years 11 and 12). The College policy uses the principles and processes from the QCAA to inform similar expectations for our Year 7-10 students. The full Assessment Policy Statement for how students and parents view, prepare for and engage in learning and assessment is on the College Parent and Student Portal, however the fundamental principles are outlined below.

- Assessment should be viewed as a process of producing evidence that demonstrates and informs further learning.
- The essential principles behind assessment at the College is for students to plan, manage time, then demonstrate integrity and a growth mindset. Assessment then provides feedback to students and parents and teachers that informs further learning.
- Students and parents should foster an environment where learning is positively engaged in and assessment is participated in with effort and in a timely manner. This would include:
  - Engaging in learning prior to assessment
  - Seeking a to engage in holistic growth that promotes the development of the whole person
  - Being aware of timelines for assignments, drafts and exams
  - Working towards demonstrating an authentic best effort on time
  - Understanding assessment is mandatory part of the learning process, and has specific consequences for certification and the QCE (Year 12 attainment)
  - Understanding that attendance matters to learning and assessment
  - Seeking assistance and support when circumstances arise in the manner outlined on the portal which enables the most appropriate and permissible support
- Specific aspects for parents to note in this full document are:
  - How to apply for extensions, and when this is permissible
  - The conditions required for a Medical Certificate (Yr7-10) as distinct from a **Medical Report (Yr11-12)**.
  - **Applying for extended absence** – the College is primarily a face-to-face education provider and the assessment is built around this model. **This has consequences for unit completion in Year 11 and 12.**

Please consult the full document on the Parent or Student Portal. Additional resources can be found on the QCAA website.

# Potential Courses for 2024

	General Subjects	Applied Subjects	Certificates
English	<ul style="list-style-type: none"> <li>Literature</li> <li>English</li> </ul>	<ul style="list-style-type: none"> <li>Essential English</li> </ul>	
Mathematics	<ul style="list-style-type: none"> <li>General Maths</li> <li>Maths Methods</li> <li>Specialist Maths</li> </ul>	<ul style="list-style-type: none"> <li>Essential Maths</li> </ul>	
Religion	<ul style="list-style-type: none"> <li>Study of Religion</li> </ul>	<ul style="list-style-type: none"> <li>Religion and Ethics</li> </ul>	
Humanities	<ul style="list-style-type: none"> <li>Ancient History</li> <li>Business</li> <li>Geography</li> <li>Legal Studies</li> <li>Modern History</li> </ul>		<ul style="list-style-type: none"> <li>Diploma of Business (BSB50120)</li> <li>Certificate IV Crime and Justice (10971NAT)</li> <li>Certificate III Business (BSB30120)</li> </ul>
Science	<ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>Psychology</li> </ul>	<ul style="list-style-type: none"> <li>Agricultural Practices</li> <li>Science in Practice</li> </ul>	<ul style="list-style-type: none"> <li>Certificate II Sampling and Measurement (MSL20122) / Certificate III in Laboratory Skills (MSL30122)</li> </ul>
The Arts	<ul style="list-style-type: none"> <li>Drama</li> <li>Film, Television and New Media</li> <li>Music</li> <li>Visual Art</li> </ul>	<ul style="list-style-type: none"> <li>Drama in Practice</li> <li>Media Studies in Practice</li> <li>Visual Art in Practice</li> </ul>	
Technologies	<ul style="list-style-type: none"> <li>Design</li> </ul>	<ul style="list-style-type: none"> <li>Hospitality Practices</li> <li>Industrial Technology Skills</li> </ul>	<ul style="list-style-type: none"> <li>Certificate I in Construction (CPC10120)/ Certificate II in Construction Pathways (CPC20220)</li> <li>Certificate II Engineering Pathways (MEM20422)</li> <li>Certificate III Tourism (SIT30122)</li> <li>Certificate III Hospitality (SIT30622)</li> </ul>
Health and Physical Education	<ul style="list-style-type: none"> <li>Health</li> <li>Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>Early Childhood Studies</li> </ul>	<ul style="list-style-type: none"> <li>Certificate II Sport and Recreation (SIS20122)/ Certificate III Sport, Aquatics and Recreation (SIS30122)</li> </ul>

\*\*Various other subjects/certificates may be available through Distance Education or other providers.

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

Literature 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 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
<b>Introduction to literary studies</b> <ul style="list-style-type: none"> <li>• Ways literary texts are received and responded to</li> <li>• How textual choices affect readers</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Intertextuality</b> <ul style="list-style-type: none"> <li>• Ways literary texts connect with each other — genre, concepts and contexts</li> <li>• Ways literary texts connect with each other — style and structure</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Literature and identity</b> <ul style="list-style-type: none"> <li>• Relationship between language, culture and identity in literary texts</li> <li>• Power of language to represent ideas, events and people</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Independent explorations</b> <ul style="list-style-type: none"> <li>• Dynamic nature of literary interpretation</li> <li>• Close examination of style, structure and subject matter</li> <li>• Creating analytical and imaginative texts</li> </ul>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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).

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>• Extended response — analytical written response</li> </ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Extended response — imaginative written response</li> </ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Extended response — analytical written response</li> </ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"> <li>• Examination — analytical written response</li> </ul>	25%

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 are offered opportunities to develop this capacity by drawing on a repertoire of resources 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.

## 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
<b>Perspectives and texts</b> <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>	<b>Texts and culture</b> <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>	<b>Textual connections</b> <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>	<b>Close study of literary texts</b> <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

Schools devise assessments in Units 1 and 2 to suit their local context.

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).

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>Extended response — written response for a public audience</li> </ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>Extended response — imaginative written response</li> </ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>Extended response — persuasive spoken response</li> </ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"> <li>Examination — analytical written response</li> </ul>	25%

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. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

Students engage with language and texts 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. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

## Pathways

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

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
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Language that works</b> <ul style="list-style-type: none"> <li>• Responding to a variety of texts used in and developed for a work context</li> <li>• Creating multimodal and written texts</li> </ul>	<b>Texts and human experiences</b> <ul style="list-style-type: none"> <li>• Responding to reflective and nonfiction texts that explore human experiences</li> <li>• Creating spoken and written texts</li> </ul>	<b>Language that influences</b> <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>	<b>Representations and popular culture texts</b> <ul style="list-style-type: none"> <li>• Responding to popular culture texts</li> <li>• Creating representations of Australian identifies, places, events and concepts</li> </ul>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

### Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>• Extended response — spoken/signed response</li> </ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Extended response — Multimodal response</li> </ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Common internal assessment (CIA)</li> </ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"> <li>• Extended response — Written response</li> </ul>

# General Mathematics

## General senior subject

General

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.

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.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

## Pathways

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Money, measurement and relations</b> <ul style="list-style-type: none"> <li>• Consumer arithmetic</li> <li>• Shape and measurement</li> <li>• Linear equations and their graphs</li> </ul>	<b>Applied trigonometry, algebra, matrices and univariate data</b> <ul style="list-style-type: none"> <li>• Applications of trigonometry</li> <li>• Algebra and matrices</li> <li>• Univariate data analysis</li> </ul>	<b>Bivariate data, sequences and change, and Earth geometry</b> <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>	<b>Investing and networking</b> <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

Schools devise assessments in Units 1 and 2 to suit their local context.

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).

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% • Examination			

# Mathematical Methods

## General senior subject

General

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

Mathematical Methods enables students to 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.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

## Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Algebra, statistics and functions</b> <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>	<b>Calculus and further functions</b> <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>	<b>Further calculus</b> <ul style="list-style-type: none"> <li>• The logarithmic function 2</li> <li>• Further differentiation and applications 2</li> <li>• Integrals</li> </ul>	<b>Further functions and statistics</b> <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

Schools devise assessments in Units 1 and 2 to suit their local context.

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).

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% • Examination			

# Specialist Mathematics

## General senior subject

General

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

## Pathways

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of 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

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

Unit 1	Unit 2	Unit 3	Unit 4
<b>Combinatorics, vectors and proof</b> <ul style="list-style-type: none"> <li>Combinatorics</li> <li>Vectors in the plane</li> <li>Introduction to proof</li> </ul>	<b>Complex numbers, trigonometry, functions and matrices</b> <ul style="list-style-type: none"> <li>Complex numbers 1</li> <li>Trigonometry and functions</li> <li>Matrices</li> </ul>	<b>Mathematical induction, and further vectors, matrices and complex numbers</b> <ul style="list-style-type: none"> <li>Proof by mathematical induction</li> <li>Vectors and matrices</li> <li>Complex numbers 2</li> </ul>	<b>Further statistical and calculus inference</b> <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

Schools devise assessments in Units 1 and 2 to suit their local context.

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).

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% • Examination			

# Essential Mathematics

## Applied senior subject

Applied

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance.

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

## Pathways

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 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

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

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- 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, Data, Location and time, Measurement and Finance.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Number, data and graphs</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Number</li> <li>• Representing data</li> <li>• Graphs</li> </ul>	<b>Money, travel and data</b> <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>	<b>Measurement, scales and data</b> <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>	<b>Graphs, chance and loans</b> <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

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

### Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>• Problem-solving and modelling task</li> </ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Problem-solving and modelling task</li> </ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Common internal assessment (CIA)</li> </ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"> <li>• Examination</li> </ul>

Study of Religion investigates religious traditions and how religion has influenced, and continues to influence, people's lives. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in a pluralist society.

Students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion and their influence on people, society and culture. These are explored through sacred texts and religious writings that offer insights into life, and through the rituals that mark significant moments and events in the religion itself and the lives of adherents.

Students develop a logical and critical approach to understanding the influence of religion, with judgments supported through valid and reasoned argument. They develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields.

## Pathways

A course of study in Study of Religion can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Sacred texts and religious writings</b> <ul style="list-style-type: none"> <li>• Sacred texts</li> <li>• Abrahamic traditions</li> </ul>	<b>Religion and ritual</b> <ul style="list-style-type: none"> <li>• Lifecycle rituals</li> <li>• Calendrical rituals</li> </ul>	<b>Religious ethics</b> <ul style="list-style-type: none"> <li>• Social ethics</li> <li>• Ethical relationships</li> </ul>	<b>Religion, rights and the nation-state</b> <ul style="list-style-type: none"> <li>• Religion and the nation-state</li> <li>• Religion and human rights</li> </ul>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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).

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation — inquiry response</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation — inquiry response</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — short response</li></ul>	25%

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society.

Students investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual and ethical traditions. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.

Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live.

## Pathways

A course of study in Religion & Ethics can establish a basis for further education and employment in any field. Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings.

## Objectives

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

- recognise and describe concepts, ideas and terminology about religion, beliefs and ethics
- identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society
- explain viewpoints and practices related to religion, beliefs and ethics
- organise information and material related to religion, beliefs and ethics
- analyse perspectives, viewpoints and practices related to religion, beliefs and ethics
- apply concepts and ideas to make decisions about inquiries
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake inquiries about religion, beliefs and ethics
- communicate the outcomes of inquiries to suit audiences
- appraise inquiry processes and the outcomes of inquiries.

## Structure

The Religion & Ethics course is designed around core and elective topics. Each perspective of the core must be covered within every elective topic and integrated throughout the course.

Core topics	Elective topics	
<ul style="list-style-type: none"> <li>• Who am I? the personal perspective</li> <li>• Who are we? the relational perspective</li> <li>• Is there more than this? the spiritual perspective</li> </ul>	<ul style="list-style-type: none"> <li>• The Australian scene</li> <li>• Ethics and morality</li> <li>• Good and evil</li> <li>• Heroes and role models</li> <li>• Indigenous Australian spiritualities</li> <li>• Meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Peace and conflict</li> <li>• Religion and contemporary culture</li> <li>• Religions of the world</li> <li>• Religious citizenship</li> <li>• Sacred stories</li> <li>• Social justice</li> <li>• Spirituality</li> </ul>

## Assessment

For Religion and Ethics, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- one project or investigation
- one examination
- no more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• performance: continuous class time</li> <li>• product: continuous class time.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item on the test</li> </ul>

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.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

## Pathways

A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Investigating the Ancient World</b> <ul style="list-style-type: none"><li>• Digging up the past</li><li>• Ancient societies: weapons and warfare</li></ul>	<b>Personalities in their Times</b> <ul style="list-style-type: none"><li>• Hannibal Barca</li><li>• Richard the Lionheart</li></ul>	<b>Reconstructing the Ancient World</b> <ul style="list-style-type: none"><li>• Pompeii and Herculaneum</li><li>• The Medieval Crusades</li></ul>	<b>People, Power and Authority</b> <ul style="list-style-type: none"><li>• Rome: the Punic Wars</li><li>• Augustus</li></ul>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.



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).

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Extended response — historical essay based on research.	25%
Summative internal assessment 2 (IA2): • Investigation — independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources.	25%

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Business creation</b> <ul style="list-style-type: none"> <li>• Fundamentals of business</li> <li>• Creation of business ideas</li> </ul>	<b>Business growth</b> <ul style="list-style-type: none"> <li>• Establishment of a business</li> <li>• Entering markets</li> </ul>	<b>Business diversification</b> <ul style="list-style-type: none"> <li>• Competitive markets</li> <li>• Strategic development</li> </ul>	<b>Business evolution</b> <ul style="list-style-type: none"> <li>• Repositioning a business</li> <li>• Transformation of a business</li> </ul>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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).

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Extended response — feasibility report	25%
Summative internal assessment 2 (IA2): • Investigation — business report	25%	Summative external assessment (EA): • Examination — combination response	25%

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

## Pathways

A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

## Objectives

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Responding to risk and vulnerability in hazard zones</b></p> <ul style="list-style-type: none"> <li>• Natural hazard zones</li> <li>• Ecological hazard zones</li> </ul>	<p><b>Planning sustainable places</b></p> <ul style="list-style-type: none"> <li>• Responding to challenges facing a place in Australia</li> <li>• Managing the challenges facing a megacity</li> </ul>	<p><b>Responding to land cover transformations</b></p> <ul style="list-style-type: none"> <li>• Land cover transformations and climate change</li> <li>• Responding to local land cover transformations</li> </ul>	<p><b>Managing population change</b></p> <ul style="list-style-type: none"> <li>• Population challenges in Australia</li> <li>• Global population change</li> </ul>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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).

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation — data report	25%
Summative internal assessment 2 (IA2): • Investigation — field report	25%	Summative external assessment (EA): • Examination — combination response	25%

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

## Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

## Objectives

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

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Beyond reasonable doubt</b> <ul style="list-style-type: none"> <li>• Legal foundations</li> <li>• Criminal investigation process</li> <li>• Criminal trial process</li> <li>• Punishment and sentencing</li> </ul>	<b>Balance of probabilities</b> <ul style="list-style-type: none"> <li>• Civil law foundations</li> <li>• Contractual obligations</li> <li>• Negligence and the duty of care</li> </ul>	<b>Law, governance and change</b> <ul style="list-style-type: none"> <li>• Governance in Australia</li> <li>• Law reform within a dynamic society</li> </ul>	<b>Human rights in legal contexts</b> <ul style="list-style-type: none"> <li>• Human rights</li> <li>• The effectiveness of international law</li> <li>• Human rights in Australian contexts</li> </ul>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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).

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation — argumentative essay</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation — inquiry report</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

## Pathways

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Ideas in the modern world</b></p> <ul style="list-style-type: none"> <li>• Australian Frontier Wars, 1788–1930s</li> <li>• French Revolution, 1789–1799</li> </ul>	<p><b>Movements in the modern world</b></p> <ul style="list-style-type: none"> <li>• Australian Indigenous rights movement since 1967</li> <li>• Women’s movement since 1893</li> </ul>	<p><b>National experiences in the modern world</b></p> <ul style="list-style-type: none"> <li>• Germany, 1914–1945</li> <li>• Soviet Union, 1920s–1945</li> </ul>	<p><b>International experiences in the modern world</b></p> <ul style="list-style-type: none"> <li>• Australian engagement with Asia since 1945</li> <li>• Cold War, 1945–1991</li> </ul>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.



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).

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

# Diploma of Business (BSB50120)

Certificate course from Get Set Education (RTO Code 45252)

Certificate

## About this Course

The Diploma of Business is a qualification that will provide students with the skills and experiences to become a Business Professional. It is designed to equip students with the practical and theoretical skills necessary to broaden their employment perspectives. Students will attain skills in leadership, marketing, social media, customer service, management, sustainability, finance and administration – incorporating the delivery of a range of projects and services within their school community.

The qualification will be suited to students seeking to enter the Business Services industries and/or as a bridging course to a tertiary pathway. Students who achieve success in this course are those who possess a high level of self-motivation and determination to complete tasks and achieve results. Students should possess a positive attitude towards enhancing future career and study options and a desire to develop their practical business knowledge and skills.

This nationally recognised qualification is offered through a partnership with an external provider and the School. Training is delivered in a blended model of face-to-face training and online modules and assessment.

## Prerequisites

It is recommended that students have achieved a sound level (C) of achievement in Year 10 English and an average effort grade of a B across all of their subjects.

## Objectives

Upon the successful completion of the course of study, students should be able to:

- Demonstrate skills in leadership, management and business administration
- Develop and implement business plans
- Describe and explain concepts and ideas regarding delivering a product and service to customers
- Apply strategies to manage financial plans and resources and control risks within a business
- Identify and evaluate marketing opportunities and develop social media engagement plans.

## Resource requirements

Vocational Education and Training (VET) students have a significant component of related online theory work to complete. VET students should ensure their device is charged and ready for learning every lesson.

## Pathways

Upon successful completing of the BSB50120 Diploma of Business, student career options could be:

- Business Manager
- Business Development Manager
- Administrator
- Executive Officer
- Program Consultant
- Program Coordinator
- Business Owner

## Course Units of Competency

The BSB50120 Diploma of Business (Business Development) requires the completion of 12 units of competency:

- BSBMKG541 Identify and evaluate marketing opportunities
- BSBOPS601 Develop and implement business plans
- SIRXMGT005 Lead the development of business opportunities
- BSBSUS511 Develop workplace policies and procedures for sustainability
- BSBOPS504 Manage business risk
- BSBFIN501 Manage budgets and financial plans.
- BSBOPS505 Manage organisational customer service
- BSBOPS501 Manage business resources
- BSBCRT511 Develop critical thinking in others
- BSBXCM501 Lead communication in the workplace
- BSBMKG546 Develop social media engagement plans
- SIRXMKT006 Develop a social media strategy

## Assessment

Students will have both theoretical and practical assessments throughout the course.

Students are assessed through:

- Practical tasks/observations
- Written reports
- Group projects
- eLearning projects
- - Learner
- Portfolio

## Course Costs

- Full fee: \$849.00

The full fee includes a non-refundable \$49.00 enrolment fee which is collected upon submitting the online enrolment form. Parent/guardians can then select to pay the remaining \$800.00 upfront or via a monthly payment plan.

### Payment Plan:

If the monthly payment plan option is selected, parent/guardians will be emailed a link to Debit Success to set-up a fixed 12-monthly direct debit.

Please note, that the payment plan incurs a one-off administration fee of \$12.00 and a transaction fee of 4.4% (including GST).

- \$69.74 per month for 12 months + \$12.00 administration fee = \$848.88

Further details can be found in the Course Outline.

DISCLAIMER: All information contained is accurate at the time of publication but subject to change.

***St Patrick's College will reimburse 50% of the cost through the final school fees upon successful completion.***

# Certificate IV in Crime and Justice Studies (10971NAT)

## Certificate course from Unity College (RTO 32123)

Certificate

### About this course

Certificate IV in Crime and Justice is an accredited course. The Certificate IV in Crime and Justice is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.

### Aims

The Certificate IV in Crime and Justice course is designed to:

- provide students with a broad understanding of the justice system
- develop the personal skills and knowledge which underpin employment in the justice system.

### Duration and location

This is a two-year course delivered in Years 11 and 12 delivered on site at St Patrick's College in partnership with Unity College (RTO 32123).

### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include face-to-face instruction; guided learning; online training.

### 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

### Pathways

The Cert IV in Crime and Justice 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, customers service, security industry and private investigations.

## Course units

CJSCOM401 Provide information and referral advice on justice-related issues

CJSDCP402 Prepare documentation for court proceedings

CJSSJI403 Analyse social justice issues

BSBRES411 Analyse and present research information

PSPREG003 Apply Regulatory Powers

BSBLEG413 Identify and apply the legal framework

BSBLDR403 Lead team effectiveness

PSPREG010 Prepare a brief of evidence

BSBLEG416 Apply the principles of the law of torts

BSBWOR404 Develop work priorities

## 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.

## Cost

\$750 Full Fee is paid directly to Unity College.

Following the SET plan meeting, enrol and pay the at :

<http://www.uc.qld.edu.au/curriculum/vet/Pages/crime-justicecert.aspx>

***St Patrick's College will reimburse 50% of the cost through the final school fees upon successful completion.***

# Certificate III in Business (BSB30120)

## Certificate course from St Patrick's College (RTO Code 45734)

Certificate

### About this course

This qualification has been designed to provide students with solid skills and knowledge required for employment in general business operations. It reflects the role of individuals who apply a broad range of competencies in a varied work context using some discretion, judgement and relevant theoretical knowledge.

### Duration and location

This is a two-year course delivered in Years 11 and 12 delivered on site at St Patrick's

### 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

### Pathways

The BSB30120 Certificate III in Business will provide you with the qualifications to help you start an exciting career in the business and administration sectors. Employment opportunities may include work in the following areas:

- Data Entry Officer
- Receptionist
- Office Administrator
- Administration Assistant
- Customer Support Officer
- Cashier / Retail Shop Assistant

### Course Units

A total of 13 units are required for this qualification - 6 core units and 7 elective units.

BSBCRT311 Apply critical thinking skills in a team environment

BSBPEF201 Support personal wellbeing in the workplace

BSBSUS211 Participate in sustainable work practices

BSBTWK301 Use inclusive work practices

BSBWHS311 Assist with maintaining workplace safety

BSBXCM301 Engage in workplace communication

BSBTEC201 Use business software applications

BSBTEC301 Design and produce business documents

BSBTEC302 Design and produce spreadsheets

BSBTEC303 Create electronic presentations

BSBWRT311 Write simple documents

BSBSTR301 Contribute to continuous improvement

BSBOPS303 Organise schedules

## **Assessment**

Assessment is competency based. A range of teaching/learning strategies will be used to deliver these competencies. This includes short answer questions, practical activities and scenarios, learner questionnaires, additional activities, portfolio of workplace documents and group and individual projects.

## **Cost**

There is no cost associated with this course as St Patrick's College is the registered training organisation.

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

## Pathways

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

## Objectives

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

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



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Cells and multicellular organisms</b> <ul style="list-style-type: none"> <li>• Cells as the basis of life</li> <li>• Multicellular organisms</li> </ul>	<b>Maintaining the internal environment</b> <ul style="list-style-type: none"> <li>• Homeostasis</li> <li>• Infectious diseases</li> </ul>	<b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"> <li>• Describing biodiversity</li> <li>• Ecosystem dynamics</li> </ul>	<b>Heredity and continuity of life</b> <ul style="list-style-type: none"> <li>• DNA, genes and the continuity of life</li> <li>• Continuity of life on Earth</li> </ul>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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).

### Summative assessments

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			

Chemistry is the study of materials and their properties and structure.

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

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

## Pathways

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Chemical fundamentals — structure, properties and reactions</b> <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>	<b>Molecular interactions and reactions</b> <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>	<b>Equilibrium, acids and redox reactions</b> <ul style="list-style-type: none"> <li>• Chemical equilibrium systems</li> <li>• Oxidation and reduction</li> </ul>	<b>Structure, synthesis and design</b> <ul style="list-style-type: none"> <li>• Properties and structure of organic materials</li> <li>• Chemical synthesis and design</li> </ul>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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).

### Summative assessments

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			

# Physics

## General senior subject

General

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

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

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

## Pathways

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Thermal, nuclear and electrical physics</b> <ul style="list-style-type: none"> <li>• Heating processes</li> <li>• Ionising radiation and nuclear reactions</li> <li>• Electrical circuits</li> </ul>	<b>Linear motion and waves</b> <ul style="list-style-type: none"> <li>• Linear motion and force</li> <li>• Waves</li> </ul>	<b>Gravity and electromagnetism</b> <ul style="list-style-type: none"> <li>• Gravity and motion</li> <li>• Electromagnetism</li> </ul>	<b>Revolutions in modern physics</b> <ul style="list-style-type: none"> <li>• Special relativity</li> <li>• Quantum theory</li> <li>• The Standard Model</li> </ul>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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).

### Summative assessments

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			

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Individual development</b> <ul style="list-style-type: none"> <li>• Psychological science A</li> <li>• The role of the brain</li> <li>• Cognitive development</li> <li>• Human consciousness and sleep</li> </ul>	<b>Individual behaviour</b> <ul style="list-style-type: none"> <li>• Psychological science B</li> <li>• Intelligence</li> <li>• Diagnosis</li> <li>• Psychological disorders and treatments</li> <li>• Emotion and motivation</li> </ul>	<b>Individual thinking</b> <ul style="list-style-type: none"> <li>• Localisation of function in the brain</li> <li>• Visual perception</li> <li>• Memory</li> <li>• Learning</li> </ul>	<b>The influence of others</b> <ul style="list-style-type: none"> <li>• Social psychology</li> <li>• Interpersonal processes</li> <li>• Attitudes</li> <li>• Cross-cultural psychology</li> </ul>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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).

### Summative assessments

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			

# Agricultural Practices

## Applied senior subject

Applied

Agricultural Practices provides opportunities for students to explore, experience and learn knowledge and practical skills valued in agricultural workplaces and other settings. Through these learning experiences, students build their understanding of expectations for work in agricultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to agricultural activities.

Learning in the selected areas of study is delivered through modules of work set in specific animal and plant contexts, such as poultry, vegetables or conservation areas. 'Safety and management practices' are embedded across both areas of study and focus on building knowledge and skills in working safely, effectively and efficiently in practical agricultural situations. These practices include skills needed to work effectively as an individual and as part of a team, to build relationships with peers, colleagues and wider networks, to collaborate and communicate appropriately with others, and to plan, organise and complete tasks on time. These skills are valued in all settings where people work together, and therefore position students for successful transition to work, training and other collaborative environments.

## Pathways

A course of study in Agricultural Practices can establish a basis for further education, training and employment in agriculture, aquaculture, food technology, environmental management and agribusiness. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as agricultural shows

## Objectives

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

- demonstrate procedures to complete tasks in agricultural activities
- describe and explain concepts, ideas and processes relevant to agricultural activities.
- analyse agricultural information
- apply knowledge, understanding and skills relevant to agricultural activities
- use appropriate language conventions and features for communication of agricultural information.
- plan processes for agricultural activities
- make decisions and recommendations with evidence for agricultural activities
- evaluate processes and decisions regarding safety and effectiveness.

## Structure

The Agricultural Practices course is designed around two core topics.

Core	Electives
<ul style="list-style-type: none"><li>• Safety Management Practices</li></ul>	<ul style="list-style-type: none"><li>• Plant Studies</li><li>• Animal Studies</li></ul>



## Assessment

For Agricultural Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one product (composition), separate to an assessable component of a project.

Project	Examination	Extended response	Investigation	Collection of Work
A response to a single task, situation and/or scenario.	This technique assesses the application of a range of cognition to provided questions, scenarios and/or problems. Responses are completed individually, under supervised conditions and in a set timeframe.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	This technique assesses a response to a series of tasks relating to a single topic in a module of work. The student response will consist of a collection of at least three assessable components provided at different times and may be demonstrated in different circumstances and places.
<p>A project consists of:</p> <ul style="list-style-type: none"> <li>• a product component: variable conditions</li> <li>• at least one different component from the following               <ul style="list-style-type: none"> <li>- written: 500–900 words</li> <li>- spoken: 2½–3½ minutes</li> <li>- multimodal                   <ul style="list-style-type: none"> <li>▪ non-presentation: 8 A4 pages max (or equivalent)</li> <li>▪ presentation: 3–6 minutes.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 60-90 minutes</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal           <ul style="list-style-type: none"> <li>- non-presentation: 10 A4 pages max (or equivalent)</li> <li>- presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal           <ul style="list-style-type: none"> <li>- non-presentation: 10 A4 pages max (or equivalent)</li> <li>- presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in the following modes:</p> <ul style="list-style-type: none"> <li>• written: 150-300 words</li> <li>• spoken: 1 – 2 ½ minutes</li> <li>• Multimodal: 1 ½ - 3 minutes</li> <li>• Performance: physical presentation of skills and techniques</li> </ul>

### Overview

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world. Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry. Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

### Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

### Objectives

By the conclusion of the course of study students should:

- describe and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions, and make decisions and recommendations using scientific evidence.

### Structure

Core	Electives
<ul style="list-style-type: none"><li>• Scientific literacy and working scientifically</li><li>• Workplace health and safety</li><li>• Communication and self-management</li></ul>	<ul style="list-style-type: none"><li>• Science for the workplace</li><li>• Resources, energy and sustainability</li><li>• Health and lifestyles</li><li>• Environments</li><li>• Discovery and change</li></ul>

## Assessment

Project	Examination	Extended response	Investigation	Collection of Work
A response to a single task, situation and/or scenario.	A response that answers a number of provided questions, scenarios and/or problems.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A response to a series of tasks relating to a single topic in a module of work.
<p>A project consists of at least two different components from the following</p> <ul style="list-style-type: none"> <li>written: 500–900 words</li> <li>spoken: 2½–3½ minutes</li> <li>multimodal               <ul style="list-style-type: none"> <li>non-presentation: 8 A4 pages max (or equivalent)</li> <li>presentation: 3–6 minutes.</li> </ul> </li> <li>performance: continuous class time</li> <li>product: continuous class time</li> </ul>	<ul style="list-style-type: none"> <li>60-90 minutes</li> <li>50 – 250 words per item</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>written: 600–1000 words</li> <li>spoken: 3–4 minutes</li> <li>multimodal               <ul style="list-style-type: none"> <li>non-presentation: 10 A4 pages max (or equivalent)</li> <li>presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>written: 600–1000 words</li> <li>spoken: 3–4 minutes</li> <li>multimodal               <ul style="list-style-type: none"> <li>non-presentation: 10 A4 pages max (or equivalent)</li> <li>presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in the following modes:</p> <ul style="list-style-type: none"> <li>written: 200-300 words</li> <li>spoken: 1 – 2 ½ minutes</li> <li>Multimodal:               <ul style="list-style-type: none"> <li>Non-presentation: 6 A4 pages max (or equivalent)</li> <li>presentation: 2–3 minutes</li> </ul> </li> <li>performance: continuous class time</li> <li>test:               <ul style="list-style-type: none"> <li>20–30 minutes –</li> <li>50–250 words per item.</li> </ul> </li> </ul>

# Certificate II Sampling and Measurement (MSL20122) / Certificate III Laboratory Skills (MSL30122)

## Certificate course from ABC

Applied

### MSL20122 | Certificate II in Sampling & Measurement MSL30122 | Certificate III in Laboratory Skills



#### QUALIFICATION DETAILS

MSL20122 Certificate II in Sampling and Measurement covers the skills and knowledge required to perform a range of sampling and measurement activities as part of laboratory, production or field operations in the construction, manufacturing, resources, and environmental industry sectors.

#### Entry requirements

- Students require a USI and must be in Year 10, 11 or 12
- Have a sound achievement result in Year 10 Maths and English
- Australian Citizen or permanent resident or New Zealand Citizen
- Successful completion of Cert II is required to continue into the Cert III coursework

#### Duration and location

This is a one year course delivered through online learning and face-to-face practicals onsite at your school. The Certificate II Sampling and Measurement runs over 6 months with an additional 6 months to complete the Certificate III Laboratory Skills.

#### Learning Outcomes & Experiences

- Manipulation of common lab equipment
- Opportunities to present and interpret data
- Critical thinking and knowledge recall
- Scientific Interpretation
- Industry ready skills
- Learn to use and calibrate common measurement instruments

#### COURSE UNITS

To attain a **MSL20122 Certificate II in Sampling & Measurement** 8 units of competency must be achieved:

Unit code	Title
MSL912001	Work within a laboratory or field workplace (induction)
MSL943004	Participate in laboratory or field workplace safety
MSL952001	Collect routine site samples
MSL972001	Conduct routine site measurements
MSL922001	Record and present data
MSL973013	Perform basic tests
MSL933008	Perform calibrations checks on equipment and assist with its maintenance
MSMENV272	Participate in environmentally sustainable work practices
<b>MSL30122 Certificate III in Laboratory Skills</b>	
MSL913003	Communicate with other people
MSL913004	Plan and conduct laboratory/ field work
MSL933006	Contribute to the achievement of quality objectives
MSL973014	Prepare working solutions
MSL933005	Maintain the laboratory/field workplace fit for purpose

#### RTO Obligation

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by ABC Training. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

\* If VETiS funding is used, this covers both the Certificate II and Certificate III courses

\*\* Please note tutorials will be held at St Mary's College Maryborough. The College will organise transport.

#### FEES

##### Certificate II

This program is fully funded\* by the Qld VET Investment Budget for eligible students. \*Pending eligibility check. If a student is not eligible for VETiS funding a Fee for Service charge of \$1900 is available which includes the enrolment fee.

##### Certificate III

This program under a fee for service agreement and charged at a minimum of \$100/unit which includes the enrolment fee.

#### DELIVERY MODES

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

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

#### Materials, Equipment

Laptop, closed in shoes, access to laboratory coat and safety glasses.

#### Assessment

Students will complete an online module for each competency as well as a checklist report demonstrating their skills to perform workplace tasks.

Assessment techniques include:

- observation
- questioning
- written and practical tasks.

Students must complete projects to be given competency completion.

#### Pathways

Completing this course will help students build important foundational skills for further studies in fields such as Health, Medicine, Pharmaceuticals, Engineering, Environmental and Earth Science, Food Technology, and more. Moreover, students can apply this knowledge to support their understanding of future STEM concepts.

# Drama

## General senior subject

General

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 an understanding of dramatic languages
- apply literacy skills
- apply and structure dramatic languages
- analyse how dramatic languages are used to create dramatic action and meaning
- interpret purpose, context and text to communicate dramatic meaning
- manipulate dramatic languages to create dramatic action and meaning
- evaluate and justify the use of dramatic languages to communicate dramatic meaning
- synthesise and argue a position about dramatic action and meaning.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Share</b> 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><b>Reflect</b> 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><b>Challenge</b> 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><b>Transform</b> 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

Schools devise assessments in Units 1 and 2 to suit their local context.

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).

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project — practice-led project	35%
Summative internal assessment 2 (IA2): • Project — dramatic concept	20%		
Summative external assessment (EA): 25% • Examination — extended response			

# Film, Television & New Media

## General senior subject

General

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

## Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

## Objectives

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

- explain the features of moving-image media content and practices
- symbolise conceptual ideas and stories
- construct proposals and construct moving-image media products
- apply literacy skills
- analyse moving-image products and contexts of production and use
- structure visual, audio and text elements to make moving-image media products
- experiment with ideas for moving-image media products
- appraise film, television and new media products, practices and viewpoints
- synthesise visual, audio and text elements to solve conceptual and creative problems.

## Structure

Unit 1

Unit 2

Unit 3

Unit 4

<p><b>Foundation</b></p> <ul style="list-style-type: none"> <li>• Concept: technologies</li> </ul> <p>How are tools and associated processes used to create meaning?</p> <ul style="list-style-type: none"> <li>• Concept: institutions</li> </ul> <p>How are institutional practices influenced by social, political and economic factors?</p> <ul style="list-style-type: none"> <li>• Concept: languages</li> </ul> <p>How do signs and symbols, codes and conventions create meaning?</p>	<p><b>Story forms</b></p> <ul style="list-style-type: none"> <li>• Concept: representations</li> </ul> <p>How do representations function in story forms?</p> <ul style="list-style-type: none"> <li>• Concept: audiences</li> </ul> <p>How does the relationship between story forms and meaning change in different contexts?</p> <ul style="list-style-type: none"> <li>• Concept: languages</li> </ul> <p>How are media languages used to construct stories?</p>	<p><b>Participation</b></p> <ul style="list-style-type: none"> <li>• Concept: technologies</li> </ul> <p>How do technologies enable or constrain participation?</p> <ul style="list-style-type: none"> <li>• Concept: audiences</li> </ul> <p>How do different contexts and purposes impact the participation of individuals and cultural groups?</p> <ul style="list-style-type: none"> <li>• Concept: institutions</li> </ul> <p>How is participation in institutional practices influenced by social, political and economic factors?</p>	<p><b>Identity</b></p> <ul style="list-style-type: none"> <li>• Concept: technologies</li> </ul> <p>How do media artists experiment with technological practices?</p> <ul style="list-style-type: none"> <li>• Concept: representations</li> </ul> <p>How do media artists portray people, places, events, ideas and emotions?</p> <ul style="list-style-type: none"> <li>• Concept: languages</li> </ul> <p>How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?</p>
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## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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).

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	15%	Summative internal assessment 3 (IA3):	35%
• Case study investigation		• Stylistic project	
Summative internal assessment 2 (IA2):	25%		
• Multi-platform project			
Summative external assessment (EA): 25%			
• Examination — extended response			



Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

## Pathways

A course of study in Music can establish a basis for further education and employment in the fields such as arts administration and management, music journalism, arts/music education, creative and performance industries, music/media advertising, music and voice therapy, music/entertainment law, and the recording industry.

## Objectives

By the conclusion of the course of study, students will: • demonstrate technical skills • explain the use of music elements and concepts • use music elements and concepts • analyse music • apply compositional devices • apply literacy skills • interpret music elements and concepts • evaluate music to justify the use of music elements and concepts • realise music ideas • resolve music ideas.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Designs</b></p> <p>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?</p>	<p><b>Identities</b></p> <p>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?</p>	<p><b>Innovations</b></p> <p>Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p>	<p><b>Narratives</b></p> <p>Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. 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). Summative assessments Unit 3 Unit 4 Summative internal assessment 1 (IA1): • Performance 20% Summative internal assessment 3 (IA3): • Integrated project 35% Summative

internal assessment 2 (IA2): • Composition 20% Summative external assessment (EA): 25% • Examination

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 art practices, traditions, cultures and theories
- justify viewpoints
- experiment in response to stimulus
- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- realise responses to communicate meaning.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Art as lens</b> 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><b>Art as code</b> 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><b>Art as knowledge</b> 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><b>Art as alternate</b> 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

Schools devise assessments in Units 1 and 2 to suit their local context.

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).

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — inquiry phase 1	15%	Summative internal assessment 3 (IA3): • Project — inquiry phase 3	35%
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%		
Summative external assessment (EA): 25%			
• Examination			

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. As students gain practical experience in a number of onstage and offstage roles, including actor/performer, designer, scriptwriter, director, stage technician, publicity manager and stage manager, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities

In Drama in Practice, students explore and engage with two core topics of study — ‘Dramatic principles’ and ‘Dramatic practices’ — as they participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience. Individually and in groups, they shape and express dramatic ideas of personal and social significance that serve particular purposes. They identify and follow creative and technical processes from conception to realisation, which fosters cooperation and creativity, and helps students develop problem-solving skills and gain confidence and self-esteem.

## Pathways

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions. With additional training and experience, potential employment outcomes may include actor/performer, stage director, scriptwriter, lighting or sound designer, theatre technician, properties manager, stage manager, tour manager, producer, costume designer, venue manager or marketing and promotions manager.

## Objectives

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

- identify and explain dramatic principles and practices
- interpret and explain dramatic works and dramatic meanings
- demonstrate dramatic principles and practices
- apply dramatic principles and practices when engaging in drama activities and/or with dramatic works
- analyse the use of dramatic principles and practices to communicate meaning for a purpose
- use language conventions and features and terminology to communicate ideas and information about drama, according to purposes.
- plan and modify dramatic works using dramatic principles and practices to achieve purposes
- create dramatic works that convey meaning to audiences
- evaluate the application of dramatic principles and practices to drama activities or dramatic works

## Structure

The Drama in Practice course is designed around core and elective topics.

Core	Electives
<ul style="list-style-type: none"> <li>• Dramatic Principles</li> <li>• Dramatic Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Acting (stage and/or screen)</li> <li>• Career pathways</li> <li>• Community theatre</li> <li>• Contemporary theatre</li> <li>• Directing</li> <li>• Playbuilding</li> <li>• Scriptwriting</li> <li>• Technical design and production</li> <li>• The theatre industry</li> <li>• Theatre through the ages</li> <li>• World theatre.</li> </ul>

## Assessment

For Drama in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one product (composition), separate to an assessable component of a project.

Project	Performance	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of identified skills to a performance (acting)	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
A project consists of: <ul style="list-style-type: none"> <li>• a product component: variable conditions</li> <li>• at least one different component from the following               <ul style="list-style-type: none"> <li>– written: 500–900 words</li> <li>– spoken: 2½–3½ minutes</li> <li>– multimodal                   <ul style="list-style-type: none"> <li>▪ non-presentation: 8 A4 pages max (or equivalent)</li> <li>▪ presentation: 3–6 minutes.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• variable conditions</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>

# Media Arts in Practice

## Applied senior subject

Applied

Media Arts in Practice gives students opportunities to create and share media artworks that convey meaning and express insight. Media artworks respond to individual, group or community needs and issues, within a variety of contexts and for a variety of purposes. Through media artmaking processes and practices, students develop self-knowledge through self-expression, provide commentary or critique, explore social, community and/or cultural identity, and develop aesthetic skills and appreciation.

The Media Arts in Practice syllabus explores the role of the media in reflecting and shaping society's values, attitudes and beliefs. Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices. They are given the necessary knowledge, understanding and skills required for emerging careers in a dynamic, creative and global industry that is constantly adapting to new technologies.

### Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in the fields of advertising and marketing, publishing, web design, television and filmmaking, animation and gaming, photography, curating, 3D and mobile application design, concept art and digital illustration. It can also establish a basis for self-employment and self-driven career opportunities.

### Objectives

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

- identify and explain media art-making processes
- interpret information about media arts concepts and ideas for particular purposes
- demonstrate practical skills, techniques and technologies required for media arts.
- organise and apply media art-making processes, concepts and ideas
- analyse problems within media arts contexts
- plan and modify media artworks using media art-making processes to achieve purposes
- create media arts communications that convey meaning to audiences
- evaluate media art-making processes and media artwork concepts and ideas

### Structure

The Visual Arts in Practice course is designed around core and elective topics.

Core	Electives
<ul style="list-style-type: none"><li>• Media Technologies</li><li>• Media Communications</li><li>• Media in Society</li></ul>	<ul style="list-style-type: none"><li>• Audio</li><li>• Curating</li><li>• Graphic design</li><li>• Interactive media</li><li>• Moving images</li><li>• Still image.</li></ul>

## Assessment

For Media Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one product (composition), separate to an assessable component of a project.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of identified skills to the production of a specific item.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>A project consists of:</p> <ul style="list-style-type: none"> <li>• a product component: variable conditions</li> <li>• at least one different component from the following               <ul style="list-style-type: none"> <li>- written: 500–900 words</li> <li>- spoken: 2½–3½ minutes</li> <li>- multimodal                   <ul style="list-style-type: none"> <li>▪ non-presentation: 8 A4 pages max (or equivalent)</li> <li>▪ presentation: 3–6 minutes.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• variable conditions</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal           <ul style="list-style-type: none"> <li>- non-presentation: 10 A4 pages max (or equivalent)</li> <li>- presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal           <ul style="list-style-type: none"> <li>- non-presentation: 10 A4 pages max (or equivalent)</li> <li>- presentation: 4–7 minutes.</li> </ul> </li> </ul>



# Visual Arts in Practice

## Applied senior subject

Applied

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

Students reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

## Pathways

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

## Objectives

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

- recall terminology and explain art-making processes
- interpret information about concepts and ideas for a purpose
- demonstrate art-making processes required for visual artworks
- apply art-making processes, concepts and ideas
- analyse visual art-making processes for particular purposes
- use language conventions and features to achieve particular purposes
- generate plans and ideas and make decisions
- create communications that convey meaning to audiences
- evaluate art-making processes, concepts and ideas

## Structure

The Visual Arts in Practice course is designed around core and elective topics.

Core	Electives
<ul style="list-style-type: none"><li>• Visual mediums, technologies, techniques</li><li>• Visual literacies and contexts</li><li>• Artwork realisation</li></ul>	<ul style="list-style-type: none"><li>• 2D</li><li>• 3D</li><li>• Digital and 4D</li><li>• Design</li><li>• Craft</li></ul>

## Assessment

For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one product (composition), separate to an assessable component of a project.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of identified skills to the production of artworks.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>A project consists of:</p> <ul style="list-style-type: none"> <li>• a product component: variable conditions</li> <li>• at least one different component from the following               <ul style="list-style-type: none"> <li>– written: 500–900 words</li> <li>– spoken: 2½–3½ minutes</li> <li>– multimodal                   <ul style="list-style-type: none"> <li>▪ non-presentation: 8 A4 pages max (or equivalent)</li> <li>▪ presentation: 3–6 minutes.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• variable conditions</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal           <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal           <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>

# Design

## General senior subject

General

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

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They 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.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

## Pathways

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 drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- 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>Design in practice</b> <ul style="list-style-type: none"> <li>• Experiencing design</li> <li>• Design process</li> <li>• Design styles</li> </ul>	<b>Commercial design</b> <ul style="list-style-type: none"> <li>• Explore — client needs and wants</li> <li>• Develop — collaborative design</li> </ul>	<b>Human-centred design</b> <ul style="list-style-type: none"> <li>• Designing with empathy</li> </ul>	<b>Sustainable design</b> <ul style="list-style-type: none"> <li>• Explore — sustainable design opportunities</li> <li>• Develop — redesign</li> </ul>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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).

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — design challenge	15%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	35%	Summative external assessment (EA): • Examination — design challenge	25%

# Hospitality Practices

## Applied senior subject

Applied

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

## Pathways

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

## Objectives

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

- explain concepts and ideas from the food and beverage sector
- describe procedures in hospitality contexts from the food and beverage sector
- examine concepts and ideas and procedures related to industry practices from the food and beverage sector
- apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- use language conventions and features to communicate ideas and information for specific purposes.
- plan, implement and justify decisions for events in hospitality contexts
- critique plans for, and implementation of, events in hospitality contexts
- evaluate industry practices from the food and beverage sector.

## Structure

The Hospitality Practices course is designed around core topics embedded in a minimum of two elective topics.

Core topics	Elective topics
<ul style="list-style-type: none"> <li>• Navigating the hospitality industry</li> <li>• Working effectively with others</li> <li>• Hospitality in practice</li> </ul>	<ul style="list-style-type: none"> <li>• Kitchen operations</li> <li>• Beverage operations and service</li> <li>• Food and beverage service</li> </ul>

## Assessment

For Hospitality Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects
- at least one investigation or an extended response.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a product and performance component and one other component from the following:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• product and performance: continuous class time</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>

# Industrial Technology Skills

## Applied senior subject

Applied

The Industrial Technology Skills subject focuses on the underpinning industry practices and production processes required to manufacture products in a variety of industries, including aero skills, automotive, building and construction, engineering, furnishing and plastics. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time. The majority of learning is done through manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

By doing manufacturing tasks, students develop transferable skills relevant to a range of industry based electives and future employment opportunities. They understand industry practices, interpret specifications, including technical drawings, demonstrate and apply safe practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

## 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 aero skills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

## Objectives

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

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information.
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes.
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

## Structure

The Industrial Technology Skills course is designed around core and elective topics.

Core topics	Elective topics
<ul style="list-style-type: none"> <li>• Industry practices</li> <li>• Production processes</li> </ul>	<ul style="list-style-type: none"> <li>• Aero skills</li> <li>• Automotive</li> <li>• Building and Construction</li> <li>• Furnishing</li> <li>• Engineering</li> <li>• Industrial Graphics</li> <li>• Plastics</li> </ul>

## Assessment

For Industrial Technology Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a demonstration of their learning in both 'Industry practices' and 'Production processes'</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3-6 minutes</li> </ul> </li> <li>• product: continuous class time.</li> </ul>	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>



# Certificate I in Construction (CPC10120)/ Certificate II in Construction Pathways (CPC20220)

Certificate course from Blue Dog Training (Provider No.31193)

Certificate

## About this course

QCE Points: 4

### Description

The dual construction qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.



The units of competency within the dual qualification cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The dual qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

The qualification is suited to vocational education and training (VET) in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Typically 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 Blue Dog Training 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. The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

## Course units and Assessment

### Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.

Blue Dog Training are responsible for all training and assessment.

Unit Code	Unit Name	CPC10120	CPC20220
CPCCWHS1001#	Prepare to work safely in the construction industry	✓	

CPCCCM2005*	Use construction tools and equipment	✓	
CPCCOM1014	Conduct workplace communication	✓	
CPCCOM2001*	Read and interpret plans and specifications	✓	
CPCCCM2004*	Handle construction materials	✓	✓
CPCCCM1011	Undertake basic estimation and costing	✓	✓
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	✓	✓
CPCCOM1015	Carry out measurements and calculations	✓	✓
CPCCCA2002*	Use carpentry tools and equipment		✓
CPCCCM2006	Apply basic levelling procedures		✓
CPCCWF2002*	Use wall and floor tiling tools and equipment		✓

#### 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 are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

# Mandatory Workplace Health and Safety (WHS) training - The unit CPCCWHS1001 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 can be found about each of these individual qualifications at:

<https://training.gov.au/Training/Details/CPC10120>

<https://training.gov.au/Training/Details/CPC20220>

## Cost

CPC10120 Certificate I in Construction is eligible for funding through the Department of Employment, Small Business and Training (DESBT) who provide funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen

- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = \$1200.

CPC20220 Certificate II in Construction Pathways is not currently eligible for funding through the Department of Employment, Small Business and Training (DESBT). This portion of the Dual Qualification is being delivered by Blue Dog Training as a pilot program to 2024 enrolments and will not incur a fee for service cost.

Please refer to the Blue Dog Training Website for information on their refund policy.

[https://bluedogtraining.com.au/storage/app/media/pdf\\_documents/policies/Student\\_Fee\\_Refund\\_Policy.pdf](https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf)

***St Patrick's College will reimburse 50% of the cost through the final school fees upon successful completion.***

# Certificate II in Engineering Pathways (MEM20422)

## Certificate course from Blue Dog Training (Provider No 31193)

Certificate

### About this course

**QCE Points:** 4

#### 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.

Typically 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 Blue Dog Training 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.

#### Pathways

Possible career outcomes of this course include:

- Boilermaker
- Fitter and Turner
- Diesel Fitter
- Sheet Metal Worker
- Machinist

#### Course units and Assessment

##### Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.

Blue Dog Training are 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
MSAENV272	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

NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

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.

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

## Cost

### Eligibility - Cost

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = \$1200.

Please refer to the Blue Dog Training Website for information on their refund policy.

[https://bluedogtraining.com.au/storage/app/media/pdf\\_documents/policies/Student\\_Fee\\_Refund\\_Policy.pdf](https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf)

***St Patrick's College will reimburse 50% of the cost through the final school fees upon successful completion.***

# Certificate III Hospitality (SIT30622)

## Certificate course from Smartskill (Provider No 5710)

Certificate

### About this course

This qualification provides the essential knowledge and skills required to undertake roles within the hospitality industry. You will learn about a variety of topics from working with others, working safely and hygienically, coaching others, communicating effectively with customers, serving alcohol responsibly, responsible gambling practices and sourcing and presenting information.

This qualification is a great way to progress your career within hospitality or help you on your way to further study within hospitality.

### What is involved?

This qualification has 15 units in total (6 core and 9 electives), and there are no pre-requisites to undertake this qualification.

### Course Duration

The qualification will take between 12 to 24 months to complete.

### Delivery and Assessment

The qualification will be delivered through a mixture of classroom delivery (theory) and industry delivery (practical).

***Some practical assessments will be held outside school hours and are compulsory. Students must be committed to participation in theoretical and practical lessons and industry placement in order to complete the qualification.***

### Materials and Resources

All workbooks, assessments, equipment, facilities and resources to complete the qualification will be supplied or provided to participants.

### Pathways

This nationally recognised qualification is at a **Certificate III level**, which prepares you with the skills and knowledge to undertake positions in various hospitality settings where you demonstrate discretion and judgement, work with some independence and under limited supervision.

### Course Units

#### Certificate III

##### Core units (Mandatory)

<i>SITHIND006</i>	<i>Source and use information on the hospitality industry</i>
<i>SITHIND008</i>	<i>Work effectively in hospitality service</i>
<i>SITXCCS014</i>	<i>Provide service to customers</i>
<i>SITXCOM007</i>	<i>Show social and cultural sensitivity</i>
<i>SITXHRM007</i>	<i>Coach others in job skills</i>
<i>SITXWHS005</i>	<i>Participate in safe work practices</i>

##### Elective units

- SITXFSA005 *Use hygienic practices for food safety*
- SITHFAB021 *Provide responsible service of alcohol*
- SITHFAB024\* *Prepare and serve non-alcoholic beverages*
- SITHFAB025\* *Prepare and serve espresso coffee*
- SITHGAM022 *Provide responsible gambling services*
- SITXCCS010 *Provide visitor information*
- SITXCOM006 *Source and present information*
- BSBSUS211 *Participate in sustainable work practices*
- BSBCMM211 *Apply communication skills*

\* *Pre-requisite unit is SITXFSA005 Use hygienic practices for food safety*

## Cost

With VETiS Funding \*\* Fee for Service – **\$495**

Without VETiS Funding Fee for Service - **\$990**

\*\* Some learners may be able to receive a training subsidy from the Queensland Government to undertake this qualification which is delivered by an RTO who is approved as a Skills Assure supplier (SAS). For more information on training subsidies and eligibility criteria please visit <https://desbt.qld.gov.au/training/training-careers/incentives/certificate3> or <https://desbt.qld.gov.au/training/providers/funded/userchoice> .

***St Patrick’s College will reimburse 50% of the cost through the final school fees upon successful completion***

## More information?

To enquire about this qualification, please contact Meagan Folkers or **Smartskill Administration** on **07 3279 0656** or email [admin@smartskill.com.au](mailto:admin@smartskill.com.au).

Version 1.0 23/05/2023  
 Smartskill Pty Ltd  
 RTO Number 5710  
 PO Box 4208,  
 FOREST LAKE, QLD. 4078.

# Certificate III Tourism (SIT30122)

## Certificate course from Smartskill (Provider No 5710)

Certificate

### About this course

#### What will I learn?

This qualification provides the essential knowledge and skills required to undertake roles within the tourism industry. The qualification will cover areas such as tour operations, tour co-ordination and delivery, marine tourism, customer service, sales, food and beverage and sustainability.

#### What is involved?

This qualification has 15 units in total (4 core and 11 electives) and there are no entry requirements for this qualification.

#### Course Duration

The qualification will take between 12 to 24 months to complete.

#### Materials and Resources

All workbooks, assessments, equipment, facilities and resources required to complete this Qualification will be supplied to participants.

### Pathways

#### Where will it lead me?

This qualification provides a pathway to work in many tourism industry sectors and for a diversity of employers including tour operators, inbound tour operators, visitor information centres, attractions, cultural and heritage sites, and any small tourism business.

### Course Units and Assessment

#### Delivery and Assessment

Depending on the units of competency chosen, there will be a mixture of classroom delivery (theory) and venue/ industry delivery (practical).

#### Units of Competency

*Please note that these are suggested units of competency. The actual units of competency will be confirmed at a later date.*

##### Core units (Mandatory)

SITTIND003	Source and use information on the tourism and travel industry
SITXCCS014	Provide service to customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices



## Elective units

SITTTVL001	Access and interpret product information
SITTTVL003	Provide advice on Australian destinations
SITTTVL004	Sell tourism products or services
SITTTVL005	Prepare customer quotations
SITXCCS010	Provide visitor information
SITHFAB021	Provide responsible service of alcohol
SITHFAB024*	Prepare and serve non-alcoholic beverages
SITHFAB025*	Prepare and serve espresso coffee
SITHGAM022	Provide responsible gambling services
SITXFSA005	Use hygienic practices for food safety
SITHCCC006	Prepare appetisers and salads

## Cost

With VETiS Funding\*\* - Fee for Service – from **\$495.00**

Without VETiS Funding - **\$990**

\*\* Some learners may be able to receive a training subsidy from the Queensland Government to undertake this qualification which is delivered by an RTO who is approved as a Skills Assure supplier (SAS). For more information on training subsidies and eligibility criteria please visit <https://desbt.qld.gov.au/training/training-careers/incentives/certificate3> or <https://desbt.qld.gov.au/training/providers/funded/userchoice> .

## More information?

To enquire about this qualification, please contact Meagan Folkers or **Smartskill Administration** on **07 3279 0656** or email [admin@smartskill.com.au](mailto:admin@smartskill.com.au).

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# Health

## General senior subject

General

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

## Pathways

Study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

## Objectives

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

- Recognise and describe information about health-related topics and issues
- Comprehend and use health approaches and frameworks
- Analyse and interpret information about health-related topics and issues
- Critique information to distinguish determinants that influence health status
- Organise information for particular purposes
- Investigate and synthesise information to develop action strategies
- Evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- 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
Resilience as a personal health resource	Peers and family as resources for healthy living <ul style="list-style-type: none"><li>• Alcohol (elective)</li><li>• Body image (elective)</li></ul>	Community as a resource for healthy living <ul style="list-style-type: none"><li>• Homelessness (elective)</li><li>• Road safety (elective)</li><li>• Anxiety (elective)</li></ul>	Respectful relationships in the post-schooling transition

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Investigation – action research</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation – analytical exposition</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination – extended response</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination</li></ul>	25%

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 biophysical, sociocultural 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 and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and 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

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, 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 movement 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
<b>Motor learning, functional anatomy, biomechanics and physical activity</b> <ul style="list-style-type: none"> <li>• Motor learning integrated with a selected physical activity</li> <li>• Functional anatomy and biomechanics integrated with a selected physical activity</li> </ul>	<b>Sport psychology, equity and physical activity</b> <ul style="list-style-type: none"> <li>• Sport psychology integrated with a selected physical activity</li> <li>• Equity — barriers and enablers</li> </ul>	<b>Tactical awareness, ethics and integrity and physical activity</b> <ul style="list-style-type: none"> <li>• Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity</li> <li>• Ethics and integrity</li> </ul>	<b>Energy, fitness and training and physical activity</b> <ul style="list-style-type: none"> <li>• Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity</li> </ul>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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).

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	30%
Summative internal assessment 2 (IA2): • Investigation — report	20%	Summative external assessment (EA): • Examination — combination response	25%

### Overview

Early Childhood Studies focuses on learning about children aged from birth to five years. A cornerstone of the subject is the significance of play to a child's development. Play involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world. Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise playbased learning activities responsive to children's needs.

The course of study provides opportunities for students to interact with children aged from birth to five years; this allows students to appreciate that children are unique individuals. Students interact with early childhood educators, through excursions and visits to quality early childhood education and care settings, supporting them to develop self-confidence, independence, a responsible attitude towards children and readiness for the workplace. Through these interactions students understand the scope of early childhood learning as well develop awareness of the important role early childhood educators have in promoting child development.

### Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Depending on qualifications, opportunities exist as early childhood educators or teacher's aides or assistants in early childhood settings, childcare facilities, kindergartens and early learning centres

### Objectives

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

- describe concepts and ideas related to fundamentals of early childhood
- explain concepts and ideas of practices of early childhood learning.
- analyse concepts and ideas of the fundamentals and practices of early childhood learning
- apply concepts and ideas of the fundamentals and practices of early childhood learning
- use language conventions and features to communicate ideas and information for specific purposes.
- plan and justify play-based learning activities responsive to children's needs
- evaluate play-based learning activities in response to children's needs
- evaluate contexts in early childhood learning

### Structure

The Early Childhood Studies course is designed around two core topics.

Topic 1	Topic 2
• Fundamentals of Early Childhood	• Practices in Early Childhood

## Assessment

For Early Childhood Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one product (composition), separate to an assessable component of a project.

Project	Examination	Extended response	Investigation
A response to a single task, situation and/or scenario.	This technique assesses the application of a range of cognition to provided questions, scenarios and/or problems. Responses are completed individually, under supervised conditions and in a set timeframe.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>A project consists of:</p> <ul style="list-style-type: none"> <li>• a product component: variable conditions</li> <li>• at least one different component from the following               <ul style="list-style-type: none"> <li>– written: 500–900 words</li> <li>– spoken: 2½–3½ minutes</li> <li>– multimodal                   <ul style="list-style-type: none"> <li>▪ non-presentation: 8 A4 pages max (or equivalent)</li> <li>▪ presentation: 3–6 minutes.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 60-90 minutes</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal           <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal           <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>

# Certificate III Sport and Recreation (SIS30122) / Certificate II Sport and Recreation (SIS20122)\*\* Certificate Course from Binnacle Training (RTO 31319)

Certificate

## DUAL QUALIFICATION: SIS30115 CERTIFICATE III IN SPORT AND RECREATION + SIS20115 CERTIFICATE II IN SPORT AND RECREATION (OR AS STANDALONE QUALIFICATION: SIS30115 CERTIFICATE III IN SPORT AND RECREATION)

Registered Training Organisation: Binnacle Training (RTO 31319)

### COURSE OVERVIEW & OUTLINE

This qualification reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry. Students assist with facilitation of sport and recreation programs within their school community including:

- › Officiating games
- › Conducting coaching sessions
- › Community sport, fitness and recreation programs
- › Using digital technologies in sports environments

Available with a 'General' or 'Sport Specialty' Coaching and Officiating outcome - AFL, NRL, Netball, Rugby Union or Choose Your Own Sport!

#### This program also includes the following:

- › The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- › Community Coaching - Essential Skills Course (non-accredited) and Community Officiating General Principles Course (non-accredited), issued by Australian Sports Commission
- › A range of career pathway options including Club Level Official and/or Coach

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

#### Delivery Format:

2-Year Format

#### Timetable Requirements:

1-Timetabled Line

#### Units of Competency:

Standalone Qualification - 15 Units

(Plus Term 7 Add-On: 4 Units)

Dual Qualification - Additional 8 Units

#### Suitable Year Level(s):

Year 11 and 12

#### Study Mode:

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

#### Cost (Fee-For-Service):

\$335.00 per person

(Cert II entry qualification

= \$265.00 + Cert III Gap Fee = \$70.00

(+ \$55.00 First Aid)

#### QCE Outcome:

Maximum 7 QCE Credits

Completion of the Term 7 Add-on as well can result in a maximum 8 QCE Credits

### UNITS OF COMPETENCY

UNITS OF COMPETENCY Certificate III in Sport and Recreation	
HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISXEMR001	Respond to emergency situations
SISXIND001	Work effectively in sport, fitness and recreation environments
SISXCAI002	Assist with activity sessions
SISXIND002	Maintain sport, fitness and recreation industry knowledge
SISXCCS001	Provide quality service
BSBWOR204	Use business technology
BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control
SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions
ICTWEB201	Use social media tools for collaboration and engagement
SISXCAI006	Facilitate groups
BSBWOR301	Organise personal work priorities and development
BSBADM307	Organise schedules
SISXCAI004	Plan and conduct programs
TERM 7 ADD-ON: UNITS OF COMPETENCY	
SISSCO001	Conduct sport coaching sessions with foundation level participants
BSBPEF302	Develop self-awareness
BSBTWK201	Work effectively with others
HLTAID009	Provide cardiopulmonary resuscitation (Completed as part of Provide First Aid - HLTAID011 Certificate)

ADDITIONAL 8 UNITS OF COMPETENCY (OPTIONAL) Part of the optional Certificate II in Sport and Recreation	
BSBWOR202	Organise and complete daily work activities
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTEC203	Research using the internet
ICTICT203	Operate application software packages
BSBSUS201	Participate in environmentally sustainable work practices



## COURSE SCHEDULE

### DUAL QUALIFICATION: SIS30115 CERTIFICATE III IN SPORT AND RECREATION +

### SIS20115 CERTIFICATE II IN SPORT AND RECREATION

(OR AS STANDALONE QUALIFICATION: SIS30115 CERTIFICATE III IN SPORT AND RECREATION)

TERM 1	<b>TOPICS</b>
	<ul style="list-style-type: none"><li>› Introduction to Training Programs</li><li>› Introduction to the Sport, Fitness and Recreation (SFR) Industry</li></ul>
TERM 2	<b>PROGRAMS</b>
	<ul style="list-style-type: none"><li>› Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions</li><li>› SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions</li></ul>
TERM 2	<b>TOPICS</b>
	<ul style="list-style-type: none"><li>› Perform Research and Create a Group Presentation</li><li>› Organise and Complete Work Tasks</li></ul>
TERM 3	<b>PROGRAMS</b>
	<ul style="list-style-type: none"><li>› Group Nutrition Presentation: Create and Deliver a Presentation to your Peers</li><li>› Community SFR Program #1: Plan and Conduct Community SFR Sessions for Participants</li></ul>
TERM 3	<b>TOPICS</b>
	<ul style="list-style-type: none"><li>› Cardio and Conditioning Programs</li><li>› Anatomy and Physiology</li><li>› The SFR Industry</li></ul>
TERM 4	<b>PROGRAMS</b>
	<ul style="list-style-type: none"><li>› One-on-One Cardio Program</li><li>› Group Conditioning Sessions for Adolescent Participants</li><li>› Respond to an Emergency Situation: Fire Evacuation Drill</li></ul>
TERM 4	<b>TOPICS</b>
	<ul style="list-style-type: none"><li>› Anatomy and Physiology</li><li>› Provide First Aid</li></ul>
TERM 5	<b>PROGRAMS</b>
	<ul style="list-style-type: none"><li>› Coaching Program (Teacher Facilitated): Assist with Delivering Coaching Sessions</li><li>› Sports Program: Plan and Conduct Sport Sessions for Participants</li></ul>
<b>QUALIFICATION SCHEDULED FOR FINALISATION</b>	
<b>SIS20115 CERTIFICATE II IN SPORT AND RECREATION</b>	
TERM 5	<b>TOPICS</b>
	<ul style="list-style-type: none"><li>› Plan and Conduct Sports Programs</li><li>› Apply Knowledge of Officiating Practices</li></ul>
TERM 6	<b>PROGRAMS</b>
	<ul style="list-style-type: none"><li>› Group Sports Program (Teacher Facilitated)</li><li>› Use and Maintain Business Technology (Additional Project)</li><li>› Community Officiating General Principles (Online Course)</li></ul>
TERM 6	<b>TOPICS</b>
	<ul style="list-style-type: none"><li>› Plan and Deliver a Sports Competition</li><li>› Community SFR Program</li></ul>
TERM 7 ADD ON (OPTIONAL)	<b>PROGRAMS</b>
	<ul style="list-style-type: none"><li>› Community SFR Program #2: Plan and Conduct Community SFR Sessions for Participants</li><li>› Round Robin Tournament</li><li>› Online Course/ Online Learning (Online Courses)</li></ul>
TERM 7 ADD ON (OPTIONAL)	<b>TOPICS</b>
	<ul style="list-style-type: none"><li>› Sport-Specific Coaching Sessions</li><li>› Personal Development</li><li>› Workplace Performance</li></ul>
TERM 7 ADD ON (OPTIONAL)	<b>PROGRAMS</b>
	<ul style="list-style-type: none"><li>› Sport-Specific Coaching Program</li></ul>

Please note this 2024 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: [binnacletraining.com.au/rto](http://binnacletraining.com.au/rto)

# Additional Learning Opportunities

## TAFE East Coast

Students in Year 11 and Year 12 have the opportunity to attend TAFE on a part time basis, in most cases, one day per week to undertake a Certificate I, II, or III level qualification. You must have a sound level of achievement in non-modified core English and non-modified core Math subjects in Year 10 to enter a program. You will also be required to undertake a pre-assessment in literacy, language and numeracy as part of your enrolment interview. You need to identify the program in your Senior Education and Training (SET) Plan.

Examples of some TAFE Courses include:

- automotive
- engineering
- health support
- sport and recreation
- hospitality/kitchen operations
- tourism
- hairdressing
- fashion design

For an up-to-date list of offerings please visit the TAFE QLD website.

The Certificate II in Electro-Technology at the Trade Training Centre teaches students skills such as workplace safety, problem-solving, workshop practices and hand skills. Roles in this industry are responsible for the installation, servicing, repair and maintenance of electrical and electronic equipment for industrial, commercial and domestic purposes. The concepts learned in this qualification provide students with the base knowledge to work in a wide range of electrical environments. **Please note that there is a waiting list for this course through TAFE.**

**The majority of TAFE courses are held on the Gympie campus and students will be required to attend one day a week.**

## Distance Education Subjects

Students are able to access various subjects via Distance Education. Students wishing to take language subjects generally need to have studied these in Year 10. Students undertaking such study need to be sufficiently self-disciplined to be able to work without supervision, and to ensure that they can remain up-to-date with all assessment requirements. Students are encouraged to maintain regular contact with their teacher. Textbooks are included in the College Textbook Hire Scheme, although students pay for consumable materials. Students choosing such subjects need to be committed to studying the subject through Distance Education as they are expected to continue studying that subject for at least one year.

Parents are required to pay the cost of distance education subjects ( approximately \$850 - \$1300\* per year depending upon provider). If the student withdraws before completing the year/two units, the student is required to pay the entire cost. Upon successful completion of the unit pair, the College will reimburse the parent 50% of the outlay.

\*Prices correct on publishing but are subject to change.

# Non-curriculum Learning Opportunities

## Driver Education

All Year 11 students will undertake two days of practical and theoretical defensive driver education through Roadcraft in Gympie.

## Social Justice

Social Justice is an integral part of our mission as a Catholic school. Pope Francis states that "the meaning of life is found in our response to God's offer of love. And that response is made up of true love, self-giving and service."

The ministries of the Founders of St Patrick's College, The Sisters of Mercy and the Christian Brothers, had a strong devotion and call to work with the poor and marginalised, and St Patrick's continues this strong tradition of service.

The Lighthouse program is a community service expectation for all senior students at the College. The Lighthouse program encourages students to go above and beyond and pushes them to use their unique gifts and talents in service for others. Lighthouse provides a framework for students to lead in an area of their choice and to follow the call of our Catholic Identity to be at the service of others.

It is a College requirement that all senior students complete a minimum of 20 hours of community service across two years.

***"In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."***

***Matthew 5:16***

## Workplace Learning

Vocational Education students are encouraged to participate in "workplace learning" one day per week. That is, they attend school four days per week and go to work for one full day. What students learn in the workplace is linked to the Vocational Curriculum they are studying at school. This allows them to obtain practical competencies, as well as experience a range of employment situations. Students are more likely to understand the underlying theory when the meaning is explored in specific situations giving students the opportunity to put theory into practice.

Vocational placements have many educational advantages for students including enabling them to:

- experience various work cultures;
- gain confidence;
- gain information and experience to enable informal career choice and planning;
- gain knowledge of employer's expectations;
- make contacts with employers; and
- demonstrate to the host employer their potential as employees.