



Senior Handbook

St Patrick's College 2027



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Welcome to the Senior Years of Study

Dear Parents, Guardians and Students,

Students currently in Year 10 are preparing to enter the final two years of their secondary schooling. This is an important time, as students begin to think more carefully about their future pathways and the subjects and courses that will best support their goals, interests and strengths.

By this stage, students have already experienced a broad range of learning opportunities at St Patrick's. These experiences provide a strong foundation for the next phase of their learning, helping them to better understand their abilities, interests and aspirations, and to make informed decisions about the years ahead.

This handbook is designed to support students and families through this process. It is intended to be used alongside student information sessions and conversations with teachers, Pathways staff and our Work Placement officers. External resources such as the QTAC website, along with university and TAFE websites, can also be helpful when exploring future study and career options.

As students begin to make subject selections, it is important that these choices reflect their strengths, interests and future goals. For some students, their pathway may already be clear, while for others it may still be taking shape. In both cases, taking the time to seek good advice and to have thoughtful conversations will support confident decision-making. These choices will be brought together in each student's Senior Education and Training Plan (SET Plan).

Years 11 and 12 are significant, and at times challenging, years of secondary schooling, but they are also highly rewarding. As students commit to a two-year course of study, careful consideration of their options is important. Parents and carers play a key role in supporting this process, working in partnership with teachers and staff so that each student feels confident and well supported as they prepare for the future.

As always, the staff at St Patrick's are here to support you at every stage of this journey.

Mr Tony Hytch
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 all College rules and policies
- Attend and positively engage in all timetabled classes and college activities every day, and ensure that the correct processes are followed for instances of lateness or absence.
- Respect and support the rights of teachers to teach and other students to learn

Parents recognise the responsibilities of assisting their children in meeting 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.

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 Queensland Certificate of Education (QCE), 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 involves four stages:

- thinking about the 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 I in Work Skills. Several 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 process online with their parents, followed by a meeting with a designated teacher 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. Their plan is then discussed at the interview.

Choosing Senior Subjects

The initial information about senior schooling is provided during CDW, at the Subject Fair, in discussions 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:

- that are 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
- and 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.

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 the Leader of Learning – Senior Schooling, Leader of Learning – Pathway or the Assistant Principal – Curriculum and Student Futures, 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.

Information Provided to Parents

During the two years of senior schooling, there are several 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 generally 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: the QCAA website [here](#).

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 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 or SELECTION RANK. Whilst there is a guide published annually, the ATAR/SELECTION RANK 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.

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) by QTAC will be based on:

1. Satisfactory completion of an **English** subject
2. Best **five General subjects**, or **four General subjects plus one** applied subject or VET course at AQF Certificate III or above

NB While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

Selection Rank

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 for entry to some university courses. Whilst the rank they provide can vary between universities, in general:

- Certificate III course provides a rank of 68,
- Certificate IV a rank of 74 and
- Diploma a rank of 82.

As the use of vocational certificates varies from university to university it is important to check courses and universities of interest to ensure that this is an accepted pathway.

It is highly recommended that students who undertake this pathway to university entrance study at least four General subjects to ensure they meet prerequisites and develop the breadth and depth of skills needed for success in university.

Senior Schooling Pathways

Outcomes	Queensland Certificate of Education (QCE)		
	Australian Tertiary Admissions Rank (ATAR)		
	Selection Rank (Rank)		
	Vocational Certificates		
Pathway	ATAR FOCUS	BLENDED	VOCATIONAL
Best pathway For students who:	- Want entry to competitive university courses - Are achieving high results in academic subjects	- Are unsure of their pathway beyond school (university, TAFE or work) - Are achieving good results in academic subjects - Have an interest in vocational learning	- Want entry to the workforce or TAFE - Find academic subjects challenging and prefer practical “hands on” subjects - Are seeking an alternate pathway to university
Learning in this pathway consists of:	5 or 6 General subjects	4+ General subjects + other modes of learning (Applied, Certificate or traineeship/ apprenticeship)	6 subjects/modes of learning from General, Essential, Applied, Certificate or traineeship/ apprenticeship

Subject Choices

All students must choose an English, Maths and Religious Education subject as their Core subjects. Most students study six 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 Applied Subject that may contribute to an ATAR.

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 universities and 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 (Applied or Certificate III or higher). 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

Timetable restrictions mean 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.

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 an online provider.

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 syllabuses for General and Applied subjects. Results in these 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.

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
- 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.
- Subjects through online providers e.g. FisherONE or Brisbane School of Distance Education

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.

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.

Assessment

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2.

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 report satisfactory completion of Units 1 and 2 to the QCAA, and we report levels of achievement to students and parents/carers.

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. 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 in Year 12. The ISMG describe the characteristics evident in student responses and align with the identified assessment objectives.

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

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

Assessment

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

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) help 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 a range of post-school further education, training and employment possibilities. Many students can link their study with a school-based apprenticeship or traineeship. Students in Vocational Education subjects may seek recognition of their prior learning.

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 (VET in Schools) 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	Price with no VETiS funding
TAFE at School courses	varies
Cert II Measurement and Sampling	\$1900
Cert III Laboratory Skills	+\$500
Cert II Construction	\$1200
Cert II Engineering	\$1200
Cert II Hospitality Cert III Hospitality	From \$695
Diploma of Business	\$899
Cert IV Justice Studies	\$750
Certificate III in Health Services Assistance (HLT33115)	\$599 per year
Cert II Sport Coaching Cert III Fitness	\$495 (+\$75 First Aid)

** The government has previously provided VETiS (VET in Schools) funding which allowed us to provide Cert II courses free of charge. This is currently under review.*
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.

Students who undertake approved certificate (VET) courses are eligible for a 50% discount on the cost of a second or additional VET subject.

This discount will be applied as a credit to Term 4 Tuition Fees.

For example:

- A \$1200 course will receive a \$600 credit.
- A \$300 course will receive a \$150 credit.

To qualify, the course must either be listed in the Subject Selection Handbook, or receive prior approval from the Principal.

Additionally, the student must complete the course and achieve a passing result. Credits will only be applied once these conditions are met.

Assessment Policy

The College Assessment Policy adheres to the requirements that the Queensland Curriculum and Assessment Authority (QCAA) mandates for the QCE (Years 11 and 12). 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.

The Assessment Policy and other important documents such as the QCAA Medical Report are available to students [in this folder](#).

Potential Courses for 2027

Certificate courses marked with a * are offered through an external provider on a study line.

General subjects marked with a ** may be offered through an online provider if there is insufficient interest locally

	General Subjects	Applied Subjects	Certificates
English	- Literature - English	Essential English	
Mathematics	- General Maths - Maths Methods - Specialist Maths**	Essential Maths	
Religion	Study of Religion	Religion and Ethics	
Humanities	- Ancient History** - Business** - Geography - Legal Studies - Modern History		- Diploma of Business (BSB50120) - Certificate IV Justice Studies (10971NAT)*
Science	- Biology - Chemistry - Physics - Psychology	Agricultural Practices	Certificate II Sampling and Measurement (MSL20122) / Certificate III in Laboratory Skills (MSL30122)*
The Arts	- Drama - Music** - Visual Art	- Drama in Practice - Music in Practice - Visual Art in Practice	
Technologies	- Design - Digital Solutions**	Building and Construction Skills	- Certificate II in Construction Pathways (CPC20220) - Certificate II Engineering Pathways (MEM20422) - Certificate III Hospitality (SIT30622)
Health and Physical Education	Physical Education	Early Childhood Studies	- Certificate II Sport Coaching (SIS20321)/ Certificate III Fitness (SIS30321) - Certificate II Health Support Services (HLT23221)/ Certificate III Health Services Assistance (HLT33115)

Prerequisites for General Subjects

General subjects are academically challenging and are designed to prepare students for further study at university level. There is a level of knowledge and skills that are needed to be successful in these subjects, such as developing extended writing tasks in excess of 1500 words in many subjects. They also need to be disciplined and diligently revise so that they are well-placed to sit exams that may cover up to one year's worth of learning.

Our experience has shown that students who do not meet the prerequisites listed below usually struggle with the academic rigour of General subjects in Years 11 and 12.

SUBJECT	PREREQUISITE YEAR 10 GRADE
MATHEMATICS	
Mathematical Methods	Advanced Maths B
General Mathematics	Advanced Maths C, Core Maths B
Specialist Mathematics	Advanced Maths B
ENGLISH	
Literature	Extension English C+
English	Extension English C-
RELIGION	
Study of Religion	Core English C+ Extension English C
SCIENCE	
Chemistry	Extension Science C
Physics	Extension Mathematics C+ Extension Science C
Psychology	Extension Science C
Biology	Extension Science C
HUMANITIES	
Legal Studies	Core English C Extension English C-
Ancient History	
Modern History	
Geography	
Business	
Diploma of Business	
THE ARTS AND TECHNOLOGY	
Visual Art	Core English C Extension English C-
Design	
Digital Solutions	
Drama	
Music	
HEALTH AND PHYSICAL EDUCATION	
Physical Education	Core English C Extension English C-

Where a student has not met the prerequisite for a subject, the teacher may override this at the SET plan. However, the student will need to improve their marks during Semester 2 of Year 10, otherwise another SET plan meeting will be required to adjust the selected subjects

Senior Subject Overviews

English

General senior subject

General

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

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts
- skills to 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
- enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
- creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

Pathways

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

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places

- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Texts in contexts • Language and • textual analysis • Responding to and creating texts	Texts and culture • Texts in contexts • Language and textual analysis • Responding to and creating texts	Textual connections • Conversations about issues in texts • Conversations about concepts in texts	Close study of literary texts • Creative responses to literary texts • Critical responses to literary texts

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):	25%	Summative internal assessment 3 (IA3):	25%
• Spoken persuasive response		• Examination — extended response	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
• Written response for a public audience		• Examination — extended response	

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

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts
- skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms
- enjoyment and appreciation of literary texts and the aesthetic use of language, and style
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	Intertextuality • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts	Literature and identity • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	Independent explorations • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

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):	25%	Summative internal assessment 3 (IA3):	25%
• Examination — extended response		• Imaginative response	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
• Imaginative response		• Examination — extended response	

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

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

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

Pathways

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 suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- 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 language choices according to register informed by purpose, audience and context

- use mode-appropriate language features to achieve particular purposes across modes. Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to texts • Creating texts	Texts and human experiences • Responding to texts • Creating texts	Language that influences • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	Representations and popular culture texts • Responding to popular culture texts • Creating representations of Australian identities, places, events and concepts

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): • Spoken response	Summative internal assessment 3 (IA3): • Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Written response

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

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops 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.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Structure

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

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): 20%			
Problem-solving and modelling task			
Summative internal assessment 2 (IA2):	15%	Summative internal assessment 3 (IA3):	15%
• Examination — short response		• Examination — short response	
Summative external assessment (EA): 50%			
• Examination — combination response			

Mathematical Methods

General senior subject

General

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

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics 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. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability	Calculus and further functions • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation	Further calculus and introduction to statistics • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables	Further calculus, trigonometry and statistics • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions

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): 20% Problem-solving and modelling task			
Summative internal assessment 2 (IA2): Examination — short response	15%	Summative internal assessment 3 (IA3): Examination — short response	15%
Summative external assessment (EA): 50% Examination — combination response			

Applied senior subject

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

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

Pathways

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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Structure

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

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): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination — short response

Specialist Mathematics

General

General senior subject

This subject is currently offered online at FisherOne. If sufficient students select the subject, it will be offered on campus.

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

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics 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.

Students who undertake Specialist Mathematics will 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.

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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, proof, vectors and matrices • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices	Complex numbers, further proof, trigonometry, functions and transformations • Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs • Trigonometry and functions • Matrices and transformations	Further complex numbers, proof, vectors and matrices • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices	Further calculus and statistical inference • Integration techniques • Applications of integral calculus • Rates of change and differential equations • Modelling motion • Statistical inference

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): 20% Problem-solving and modelling task			
Summative internal assessment 2 (IA2): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Examination — short response	15%
Summative external assessment (EA): 50% • Examination — combination response			

Study of Religion

General senior subject

General

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

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

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

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

Pathways

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:

- explain features and expressions of religious traditions
- analyse perspectives about religious expressions
- evaluate the significance and influence of religion
- communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Religion, meaning and purpose • Nature and purpose of religion • Sacred texts	Religion and ritual • Lifecycle rituals • Calendrical rituals	Religious ethics • Social ethics • Personal ethics	Religion — rights and relationships • Religion and the nation–state • Human existence and rights

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 — extended response	25%	Summative internal assessment 3 (IA3): • Investigation — inquiry response	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry response	25%	Summative external assessment (EA): • Examination — short response	25%

Religion & Ethics

Applied senior subject

Applied

A sense of purpose and personal integrity are essential for participative and contributing members of society. Religion & Ethics allows students to explore values and life choices and the ways in which these are related to beliefs and practices as they learn about religion, spirituality and ethics. In addition, it enables students to learn about and reflect on the richness of religious, spiritual and ethical worldviews.

In this syllabus, religion is understood as a faith tradition based on a common understanding of beliefs and practices. In a religious sense, beliefs are tenets, creeds or faiths; religious belief is belief in a power or powers that influence human behaviours. Ethics refers to a system of moral principles; the rules of conduct or approaches to making decisions for the good of the individual and society. Both religion and ethics prompt questions about values, the determination of a moral course of action, and what personal and community decisions can be considered when confronted with situations requiring significant decisions.

Religion & Ethics enhances students' understanding of how personal beliefs, values, spiritual and moral identity are shaped and influenced by factors such as family, culture, gender and social issues. It allows for flexible courses of study that recognise the varied needs and interests of students through exploring topics such as the meaning of life, purpose and destiny, life choices, moral and ethical issues and social justice.

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. It enables students to investigate and critically reflect on the role and function of religion and ethics in society and to communicate principles and ideas relevant to their lives and the world.

Learning experiences should be practical and experiential in emphasis and access the benefits of networking within the community. Schools may consider involvement with religious communities, charities, welfare and service groups and organisations. The syllabus enables students to interact with the ideas and perspectives of members of the wider community who may express beliefs and values different from their own.

Students develop effective decision-making skills and learn how to plan, implement and evaluate inquiry processes and outcomes, resulting in improved 21st century, literacy and numeracy skills. They examine religion and ethics information and apply their understanding and skills related to community contexts. The knowledge and skills developed in Religion & Ethics provide students with the ability to participate effectively in the changing world around them as active and engaged citizens dealing with religious, spiritual and ethical issues.

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:

- explain religions, spiritual and ethical principles and practices
- examine religions, spiritual and ethical information
- apply religious, spiritual and ethical knowledge
- communicate responses
- evaluate projects.

Structure

Religion & Ethics is a four-unit course of study and is offered as a composite Year 11 and Year 12 class running as an A/B year course in alternating years.

Unit option	Unit title
Unit option B	Social justice
Unit option C	Meaning, purpose and expression
Unit option D	World religions and spiritualities
Unit option F	Sacred stories

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Religion & Ethics are:

Technique	Description	Response requirements
Project	Students provide a view on a scenario.	Product/Plan/Campaign One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, or 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words Evaluation One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, or 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words
Investigation	Students investigate a question, opportunity or issue to develop a response.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Extended response	Students respond to stimulus related to a scenario.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Ancient History

General senior subject

General

This subject is currently offered online at FisherOne. If sufficient students select the subject it will be offered on campus.

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

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments. Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

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

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:

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World • Digging up the past • Features of ancient societies	Personalities in their time • Hatshepsut the Egyptian Pharaoh • Agrippina the Younger, Roman political Influencer	Reconstructing the Ancient World • Macedonian Empire from Philip II to Alexander III • Pompeii and Herculaneum	People, power and authority • Ancient Rome — Civil War and the breakdown of the Republic • Macedonia – The Great Conqueror

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 — extended response	25%	Summative internal assessment 3 (IA3): • Investigation	25%
Summative internal assessment 2 (IA2): • Investigation	25%	Summative external assessment (EA): • Examination — short responses	25%

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

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

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored.

Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations. Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

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 situations and environments
- explain business concepts and strategies
- analyse and interpret business situations
- evaluate business strategies
- create responses that communicate meaning to suit audience, context and purpose

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation • Fundamentals of business • Creation of business ideas	Business growth • Establishment of a business • Entering markets	Business diversification • Competitive markets • Strategic development	Business evolution • Repositioning a business • Transformation of a business

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): • Feasibility report	25%
Summative internal assessment 2 (IA2): • Business report	25%	Summative external assessment (EA): • Examination — combination response	25%

Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline, with the concepts of environment, interconnection, sustainability, scale and change building on this foundation. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales.

Fieldwork is central to the study of Geography. It provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Fieldwork also encourages participation in collaborative learning and engagement with the world in which students live.

Spatial technologies are also core components of contemporary geography. These technologies provide a real-world experience of Science, Technology, Engineering and Maths (STEM), allowing students to interact with particular geographic phenomena through dynamic, three-dimensional representations that take the familiar form of maps. The skills of spatial visualisation, representation and analysis are highly valued in an increasingly digital and globalised world.

In Geography, 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 are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

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
- propose action
- communicate geographical understanding using appropriate forms of geographical communication.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones • Natural hazard zones • Ecological hazard zones	Planning sustainable places • Responding to challenges facing a place in Australia • Managing challenges facing a megacity	Responding to land cover transformations • Land cover transformations and climate change • Responding to local land cover transformations	Managing population change • Population challenges in Australia • Global population change

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): • Data report	25%
Summative internal assessment 2 (IA2): • Field report	25%	Summative external assessment (EA): • Examination — combination response	25%

General senior subject

Legal Studies focuses on the interaction between society and the discipline of law. 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. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

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 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 to suit the intended purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	Balance of probabilities • Civil law foundations • Contractual obligations • Negligence and the duty of care	Law, governance and change • Governance in Australia • Law reform within a dynamic society	Human rights in legal contexts • Human rights • Australia's legal response to international law and human rights • Human rights in Australian contexts

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 — analytical essay	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry report	25%	Summative external assessment (EA): • Examination — combination response	25%

General senior subject

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

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:

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4 *
Ideas in the Modern World Schools select two of the following topics to study in this unit: • Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends) • French Revolution, 1789–1799 (Estates General meets – New Consulate established)	Movements in the Modern World Schools select two of the following topics to study in this unit: • Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place) • Women’s movement since 1893 (Women’s suffrage in New Zealand becomes law)	National experiences in the Modern World Schools select two of the following topics to study in this unit: • Germany since 1914 (World War I begins) • Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends)	International experiences in the Modern World Schools select one of the following topics to study in this unit: • Australian engagement with Asia since 1945 (World War II in the Pacific ends) • Search for collective peace and security since 1815 (Concert of Europe begins) • Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins)

*Schools select one of the topic options that has been nominated by the QCAA for the external assessment and has not been studied in Topic 1. Schools will be notified of the topic options at least two years before the external assessment is implemented.

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):	25%	Summative internal assessment 3 (IA3):	25%
• Examination — extended response		• Investigation	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
• Investigation		• Examination — short response	

Diploma of Business – Business Development (BSB50120)

Certificate

Certificate course from Get Set Education (RTO Code 45252)

GET SET EDUCATION

2027 Subject Selection | School Program

BSB50120 Diploma of Business (Business Development)

Delivered at St Patrick's College - Gympie under a third party arrangement* with Get Set Education (RTO Code 45252).

Qualification	Nationally recognised qualification. Awarded on successful completion of all units/assessment requirements.
Delivery	Blended face-to-face with online learning.
Duration	18 months (3 semesters).
Required weekly time commitment	In Class: Timetabled lessons (attendance rates are monitored) Homework: Expectation in line with other senior school subjects.
Entry requirements	1. Student subject selection interview completed (school process). 2. LLND assessment completed prior to enrolment acceptance. 3. Parent/guardian permission (if under 18).
Technology	BYOD Laptop + reliable internet access (further details below).
Course Fee	\$899 (payment plan available).
Successful completion of the Diploma provides a maximum of 8 credits towards the QCE and may be considered by universities when assessing tertiary entry pathways. Learn more at www.getset.edu.au/uni-pathways	

The Diploma of Business specialising in Business Development focuses on how businesses plan, promote, and improve what they do. It covers practical business skills that are used across many industries, including:

- Business planning and operations (setting goals, organising work, improving processes).
- Marketing and promotion (how organisations communicate and reach customers).
- Communication in the workplace (writing emails, reports, and presenting ideas clearly).
- Project and teamwork skills (planning tasks, meeting deadlines, working with others).
- Problem-solving and decision-making (using information to make sound choices).

Future Outcomes

The skills in this Diploma are relevant for students who are considering roles in areas like:

- Frontline management/team leadership
- Business development management
- Marketing support
- Customer service
- Running a small business, or
- The Diploma can also support further studies, Apprenticeships/Traineeships and University

GET SET EDUCATION

BSB50120 Diploma of Business (Business Development)

Units of competency

Students complete 12 units (5 Core and 7 Electives):

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

Recommended for success

The Diploma is ideal for students who want to develop real-world business and leadership skills, enjoy working on practical projects, including in teams, and are curious about how businesses operate, grow and succeed.

How it works

- Timetabled lessons and support at school from a school-based Trainer/Assessor.
- Online learning and assessment provided by Get Set Education (accessed online through aXcelerate).
- Assessment evidence may include written responses, eLearning projects, practical tasks and observations.
- Tasks are submitted across each semester to demonstrate competency.

BYOD minimum requirements (for aXcelerate access)

- Portable laptop running Windows 10+ (or macOS 11+).
- Headset capable (for e-Learning tutorial videos).
- Current web browser (Chrome recommended).
- Microsoft Office (Word, Excel, PowerPoint) or compatible software, advised by your school.
- Reliable internet at home to access learning content and submit assessments.

More detailed information on areas including:

Qualification and Course Provider	Entry Requirements and Support Arrangements
Delivery and Assessment Arrangements	Fees, Payment Options and Inclusions
is provided in the BSB50120 Diploma of Business Course Information available on our website www.getset.edu.au/resources	

*St Patrick's College - Gympie supports student recruitment, delivers training and assessment and school-based support. Get Set Education manages enrolment, online learning resources, and assessment requirements. All information provided is accurate as of March 2026 but subject to change.

Certificate IV in Justice Studies (10971NAT)

Certificate course from Professional Investigators College of Australasia (RTO 40789)

Certificate



PROFESSIONAL INVESTIGATORS
College of Australasia



**QCE Credit
Points - 8**

CERTIFICATE IV in Justice Studies (10971NAT)

(RTO – Professional Investigators College of Australasia (PICA) - 40789)

Certificate IV in Justice Studies		Duration:	2 years
Qualification description:	Certificate IV in Justice Studies is a nationally accredited course. The Certificate IV in Justice Studies 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 Justice Studies course is designed to • Provide students with a broad understanding of the justice system • Develop the personal skills and knowledge that underpin employment in the justice system.		
Entry requirements:	Academic - There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements. Attitude – students need to demonstrate independent learning skills Students may be required to undertake an LLN test to determine suitability and any support needs.		
Qualification packaging rules:	To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed.		
Units of Competency delivered:	1. NAT10971001 Provide information and referral advice on justice-related issues 2. NAT10971002 Prepare documentation for court proceedings 3. NAT10971003 Analyse social justice issues 4. BSBXCM401 Apply communication strategies in the workplace 5. PSPREG033 Apply Regulatory Powers 6. BSBLEG421 Apply understanding of the Australian Legal System 7. PSPREG006 Produce formal record of interview 8. PSPREG010 Prepare a brief of evidence 9. PSPLEG002 Encourage compliance with legislation in public sector 10. PSPETH007 Uphold and support the values and principles of public service		
Learning experiences:	Content is delivered in a classroom environment through Legal Studies/Certificate IV in Justice Studies classes or via independent study in Study Lines at school. Course content is provided by the trainer and assessor. This can be in the format of online reading and activities, video/face-to-face workshops. Technology required: access to the internet		
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.
Pathways:	The Certificate IV in Justice Studies is recommended for students looking to gain employment or further study opportunities in justice and law-related fields such as the police service, justice-related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.
Course Costs:	\$750 up-front fee (current at 30 th April 2025)
Further information	Refund Policy: Please refer to the Student Handbook on the PICA website for the refund policy. Please note: Partial refunds will only be issued for extenuating circumstances at the discretion of the PICA CEO. A refund fee will be applied as an administration fee for requests for refund that are approved by PICA.

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

General senior subject

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

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Biology aims to develop students’:

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to 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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology	Maintaining the internal environment • Homeostasis — thermoregulation and osmoregulation • Infectious disease and epidemiology	Biodiversity and the interconnectedness of life • Describing biodiversity and populations • Functioning ecosystems and succession	Heredity and continuity of life • Genetics and heredity • Continuity of life on Earth

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).

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

General senior subject

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

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

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

Structure

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

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):	10%	Summative internal assessment 3 (IA3):	20%
• Data test		• Research investigation	
Summative internal assessment 2 (IA2):	20%		
• Student experiment			
Summative external assessment (EA): 50% • Examination — combination response			

General senior subject

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

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Physics aims to develop students’:

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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

Structure

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

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 — combination response			

General senior subject

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

Psychology aims to develop students’:

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development • The role of the brain • Cognitive development • Consciousness, attention and sleep	Individual behaviour • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	Individual thinking • Brain function • Sensation and perception • Memory • Learning	The influence of others • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

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):	10%	Summative internal assessment 3 (IA3):	20%
• Data test		• Research investigation	
Summative internal assessment 2 (IA2):	20%		
• Student experiment			
Summative external assessment (EA): 50% • Examination — combination response			

Agricultural Practices

Applied senior subject

Applied

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

Agricultural Practices students apply scientific knowledge and skills in situations to produce outcomes. 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.

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

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

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

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

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:

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects.

Structure

Agricultural Practices is a four-unit course of study. This syllabus contains eight QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option B	Plant industries
Unit option E	Land-based plant production
Unit option F	Water-based plant production
Unit option H	Plant agribusiness

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Agricultural Practices are:

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	Completed project One of the following: • Product: 1 • Performance: up to 4 minutes Documented process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

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

Applied

Certificate course from ABC



COURSE DELIVERY

The delivery of our program is designed to fit seamlessly into Year 10, 11, or 12 cohorts and offers a balanced blend of classroom instruction, practical hands-on training, and online theory modules. Although completion of the program usually takes around 1-2 terms, timeframes are customisable to meet deadlines.

Students gain real-world experience through lab activities and fieldwork, while the online learning component provides flexibility for theoretical studies. This approach ensures that students can easily integrate their vocational training with their existing school curriculum, preparing them for future careers in laboratory and scientific environments.



Students are guided through theory components with self-paced online resources.



Students participate in face-to-face days with trainers for support and lab/field simulations.

COURSE OUTCOMES

These courses teach high school students the skills and knowledge required for sampling and measurement activities in laboratory, production, or field operations across construction, manufacturing, food processing, resources, and environmental sectors. Designed for Year 10, 11, and 12 students, they provide foundational skills in scientific techniques, enhancing employability, industry comprehension and a jump start on university knowledge. As a result of completing MSL20122 and MSL30122, participants will know how to:

- Collect and measure site samples in environmentally sustainable ways
- Calibrate laboratory equipment
- Perform basic tests in the laboratory and in the field
- Record and present data
- Prepare working solutions
- Contribute to the achievement of quality objectives and communicate with other people

INDUSTRY & TERTIARY PATHWAYS



Science



Medicine



Veterinary



Nutrition



Construction



Engineering



Agriculture



Food & Beverage



Pathology



Environmental



MSL20122 Certificate II in Sampling and Measurement

- ✓ Integration with school curriculum
- ✓ Hands-on learning
- ✓ Pathways to further education and employment
- ✓ Enhanced employability

Units of Competency

MSL912002	Work within a laboratory or field workplace
MSL913004	Plan and conduct laboratory/field work
MSL922002	Record and present data
MSL933009	Contribute to the achievement of quality objectives
MSL943004	Participate in laboratory or field workplace safety
MSL952003	Collect routine site samples
MSL972002	Take routine site measurements
MSMENV272	Participate in environmentally sustainable work practices

MSL30122 Certificate III in Laboratory Skills (Upgrade)

- ✓ 5 unit upgrade from MSL20122
- ✓ Advanced laboratory skills
- ✓ Hands-on experience and advanced training
- ✓ Prepared for roles in healthcare, science, manufacturing, and other technical industries

Units of Competency

MSL933005	Maintain the laboratory/field workplace fit for purpose
MSL933008	Perform calibration checks on equipment and assist with its maintenance
MSL973025	Perform basic tests
MSL973026	Prepare working solutions
BSBCMM211	Apply communication skills

General senior subject

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

Across the course of study, students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will 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. A study of a range of forms and styles in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

Drama engages students in the making of and responding to dramatic works to help them realise their creative potential as individuals. Learning in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

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, cultural institutions, administration and management, law, communications, education, public relations, research, science and technology. The understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience?	Reflect How is drama shaped to reflect lived experience?	Challenge How can we use drama to challenge our understanding of humanity?	Transform How can you transform dramatic practice?

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): •Practice-led project	35%
Summative internal assessment 2 (IA2): •Dramatic concept	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Drama in Practice

Applied senior subject

Applied

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Drama exists wherever people present their experiences, ideas and feelings through re-enacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in.

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama 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, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts.

Pathways

Drama in Practice students identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience. Learning is connected to relevant industry practice and opportunities, promoting future employment, and preparing students as agile, competent, innovative, and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Drama in Practice can establish a basis for further education and employment areas across a range of fields such as creative industries, education, venue and event management, marketing, communications, humanities, health, sciences and technology.

Objectives

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

- use drama practices
- plan drama works
- communicate ideas
- evaluate drama works.

Structure

Drama in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Collaboration
Unit option B	Community
Unit option C	Contemporary
Unit option D	Commentary

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Drama in Practice are:

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a purpose and context relevant to the unit.	Devised scene Up to 4 minutes (rehearsed) Planning and evaluation of devised scene One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script relevant to the unit.	Director's brief Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Planning and evaluation of the director's brief One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words

		• Spoken: up to 4 minutes, or signed equivalent
Performance	Students perform an excerpt of a published script or a devised scene connected to the directorial or devising project.	Performance Performance (live or recorded): up to 4 minutes

General senior subject

This subject is available online through FisherOne. It may be offered on campus if there is sufficient interest.

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

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

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

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

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

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

Pathways

A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces.

Objectives

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

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

Structure

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

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):	20%	Summative internal assessment 3 (IA3):	35%
• Performance		• Project	
Summative internal assessment 2 (IA2):	20%		
• Composition			
Summative external assessment (EA): 25%			
• Examination — extended response			

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance.

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

Pathways

The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning in Music in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Music in Practice can establish a basis for further education and employment across a range of fields such as creative industries, education, venue and event management, advertising, communications, humanities, health, sciences and technology.

Objectives

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

- use music practices
- plan music works
- communicate ideas
- evaluate music works.

Structure

Music in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Music of today
Unit option B	The cutting edge
Unit option C	Building your brand
Unit option D	‘Live’ on stage!

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Music in Practice are:

Technique	Description	Response requirements
Composition	Students make a composition that is relevant to the purpose and context of the unit.	Composition Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	Performance Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	Composition Composition: up to 3 minutes, or equivalent section of a larger work OR Performance Performance (live or recorded): up to 4 minutes AND Planning and evaluation of composition or performance One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students 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.

Pathways

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience.

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, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, science and technology.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: people, place, objects	Art as code • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: codes, symbols, signs and art conventions	Art as knowledge • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed	Art as alternate • Concept: evolving alternate representations and meaning • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed

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	20%	Summative internal assessment 3 (IA3): Project — inquiry phase 3	30%
Summative internal assessment 2 (IA2): Project — inquiry phase 2	25%		
Summative external assessment (EA): 25% Examination — extended response			

Visual Arts in Practice

Applied

Applied senior subject

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

Pathways

Learning in Visual Arts in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including creative industries, education, advertising and marketing, communications, humanities, health, recreation, science and technology.

Objectives

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

- use visual arts practices
- plan artworks
- communicate ideas
- evaluate artworks

Structure

Visual Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Looking inwards (self)
Unit option B	Looking outwards (others)
Unit option C	Clients
Unit option D	Transform & extend

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Visual Arts in Practice are:

Technique	Description	Response requirements
Project	Students make experimental or prototype artworks, or design proposals or stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	Experimental folio Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based OR Prototype artwork 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s OR Design proposal Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based OR Folio of stylistic experiments Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based AND Planning and evaluations One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian building and construction industries to construct structures. The building and construction industry transforms raw materials into structures wanted by society. This adds value for both enterprises and consumers. Australia has strong building and construction industries that continue to provide employment opportunities.

Building & Construction Skills includes the study of the building and construction industry's practices and production processes through students' application in, and through, trade learning contexts. Industry practices are used by building and construction enterprises to manage the construction of structures from raw materials. Production processes combine the production skills and procedures required to construct structures. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of high-quality structures at a specific price and time.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and civil construction industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes and organise, calculate, plan, evaluate and adapt production processes and the structures they construct. The majority of learning is done through construction tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

A course of study in Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

Objectives

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

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills and procedures, and structures
- adapt plans, skills and procedures

Structure

Building & Construction Skills is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Site preparation and foundations
Unit option B	Framing and cladding
Unit option C	Fixing and finishing
Unit option D	Construction in the domestic building industry
Unit option E	Construction in the commercial building industry
Unit option F	Construction in the civil construction industry

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Building & Construction Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration for a unit context artefact and reflect on industry practices, and production skills and procedures.	Practical demonstration Practical demonstration: the skills and procedures used in 3–5 production processes Documentation Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students construct a unit context structure and document the construction process.	Structure Structure: 1 unit-specific structure constructed using the skills and procedures in 5–7 production processes Construction process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

General senior subject

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

In Unit 1, students will learn about and experience designing in the context of stakeholder-centred design. They will be introduced to the range and importance of stakeholders and how the design process is used to respond to their needs and wants. In Unit 2, students will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues. They will use a collaborative design approach. In Unit 3, students will learn about and experience designing in the context of human-centred design. They will use designing with empathy as an approach as they respond to the needs and wants of a particular person. In Unit 4, students will learn about and experience designing in the context of sustainable design. They will explore design opportunities and design to improve economic, social and ecological sustainability.

The teaching and learning approach uses a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using sketching and low-fidelity prototyping skills; and evaluating ideas. Students communicate design proposals to suit different audiences.

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

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

Pathways

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder-centred design • Designing for others	Commercial design influences • Responding to needs and wants	Human-centred design • Designing with empathy	Sustainable design influences • Responding to opportunities

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): • Design challenge	20%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	30%	Summative external assessment (EA): • Examination — extended response	25%

This subject is available online through FisherOne.

In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to generate digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, social and economic impact, and the issues associated with the ethical integration of technology into our daily lives.

Students engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. They understand that solutions enhance their world and benefit society. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes. Students understand that progress in the development of digital solutions is driven by people and their needs.

Learning in Digital Solutions provides students with opportunities to develop, generate and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries. Australia's workforce and economy requires people who are able to collaborate, use creativity to be innovative and entrepreneurial, and transform traditional approaches in exciting new ways. By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. Students write computer programs to generate digital solutions that use data; require interactions with users and within systems; and affect people, the economy and environments. Solutions are generated using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Some examples of digital solutions include instructions for a robotic system, an instructional game, a productivity application, products featuring interactive data, animations and websites.

Digital Solutions prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play. Digital Solutions develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life.

Pathways

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

Objectives

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- 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
Creating with code • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions	Application and data solutions • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions	Digital innovation • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions	Digital impacts • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

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): • Technical proposal	25%	Summative internal assessment 3 (IA3): • Digital solution	25%
Summative internal assessment 2 (IA2): • Digital solution	25%	Summative external assessment (EA): • Examination — combination response	25%

Certificate II in Construction Pathways (CPC20220)

Training (Provider No.31193)[?]

Certificate

Registered training organisation (RTO):

Blue Dog Training (RTO Code: 31193)

www.bluedogtraining.com.au

07 3331 6004

QCE Credits: 4 Core Credits



Description

The CPC20220 qualification introduces learners to recognised construction trades and provides credit toward a construction industry Australian Apprenticeship (excluding plumbing).

Units of competency cover essential work health and safety, communication, work planning, and the basic use of tools and materials. The course includes core units common to most Certificate III qualifications and is structured around a practical construction project that integrates these skills and employability outcomes.

Commencing in Year 11, the course is delivered in school workshops during normal timetable hours and is completed over two years. Participation in a Blue Dog Training VETiS program requires school approval.

Application

The learning program develops trade-like skills without aiming for trade-level expertise. For example, in tiling, learners are introduced to basic techniques; how tiles are laid, aligned, and adhered and complete a simple tiling task. In general construction, the focus is on safely using hand and power tools to build or modify basic timber projects, rather than advanced joinery or structural framing.

The emphasis is on using construction tools and equipment to complete practical tasks safely, ensuring the well-being of learners and those around them.

Eligibility - Cost

This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one approved funded qualification.

Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of \$1,200.

For eligibility requirements, refer to the Blue Dog Training website:

<https://bluedogtraining.com.au/en-au/for-schools>

For information on the refund policy, visit:

<https://bluedogtraining.com.au/en-au/company-policies#level-3>

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school during timetabled classes by qualified trainers and assessors.

Students are enrolled with Blue Dog Training, who is responsible for all training and assessment and issues qualifications and statements of attainment.

Training is delivered through online theory via Blue Dog Training's Learning Management System (LMS) and face-to-face practical training in school workshops. Practical projects and assessments are completed on site at the student's school, with trainers attending on a structured basis throughout the year.

Core

CPCCOM1013	Plan and organise work
CPCCOM1015	Carry out measurements and calculations
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCVE1011*	Undertake a basic construction project

Elective

CPCWHS1001#	Prepare to work safely in the construction industry
CPCCCM1011	Undertake basic estimation and costing
CPCCCM2004*	Handle construction materials
CPCCCA2002*	Use carpentry tools and equipment
CPCCWF2002*	Use wall and floor tiling tools and equipment

Notes:

- An asterisk (*) indicates a prerequisite unit. Prerequisite units must be assessed before any unit marked with an asterisk.*
- Elective units may change prior to program commencement to ensure alignment with current industry practices.
- # CPCWHS1001 meets WHSQ requirements for General Construction Induction Training (GCIT) and must be completed before site access. Completion of this unit in the Blue Dog Training VETiS program results in a WHSQ Construction Induction ('White Card').
- More information about this qualification is available at: <https://training.gov.au/Training/Details/CPC20220>

Certificate II in Engineering Pathways (MEM20422)

Certificate course from Blue Dog Training (Provider No 31193)

Certificate

MEM20422 Certificate II in Engineering Pathways

Registered Training Organisation (RTO):

Blue Dog Training (RTO Code: 31193)

www.bluedogtraining.com.au

07 3331 6004

QCE Credits: 4 Core Credits



Description

The MEM20422 qualification introduces students to an engineering or related working environment.

Students develop skills and knowledge across a range of engineering and manufacturing tasks, supporting entry-level employment pathways including apprenticeships, traineeships, or general roles in the industry.

Commencing in Year 11, the course is delivered in school workshops during normal timetable hours and is completed over two years. Participation in a Blue Dog Training VETiS program requires school approval.

Application

The learning program develops trade-like skills without aiming for trade-level outcomes. For example, in welding, learners are introduced to basic techniques and complete simple tasks, rather than developing trade-level theory and practice. Similarly, in machining, the focus is on producing a basic item using equipment such as a lathe, rather than advanced theory and practice.

The emphasis is on using engineering tools and equipment to produce or modify objects safely, ensuring the well-being of learners and others around them.

Eligibility - Cost

This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one approved funded qualification.

Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of \$1,200.

For eligibility requirements, refer to the Blue Dog Training website:

<https://bluedogtraining.com.au/en-au/for-schools>

For information on the refund policy, visit:

<https://bluedogtraining.com.au/en-au/company-policies#level-3>

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school during timetabled classes by qualified trainers and assessors.

Students are enrolled with Blue Dog Training, who is responsible for all training and assessment and issues qualifications and statements of attainment.

Training is delivered through online theory via Blue Dog Training's Learning Management System (LMS) and face-to-face practical training in school workshops. Practical projects and assessments are completed on site at the student's school, with trainers attending on a structured basis throughout the year.

Core

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

Elective

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

Notes:

- An asterisk (*) indicates a prerequisite unit. Prerequisite units must be assessed before any unit marked with an asterisk.*
- Elective units may change prior to program commencement to ensure alignment with current industry practices.
- More information about this qualification is available at: <https://training.gov.au/Training/Details/MEM20422>

Certificate III Hospitality (SIT30622)

Certificate course from Smartskill (Provider No 5710)

Certificate



SIT20322 Certificate II in Hospitality

St Patrick's College Gympie

What will I learn?

This qualification provides the basic knowledge and skills to commence a career within in the hospitality industry. You will learn about a variety of topics from working with others, working safely and hygienically, interacting with customers, serving alcohol responsibly, preparing and serving beverages and selected dishes.

This introductory level qualification is the best way to start your journey in the hospitality industry, or act as a starting point to undertake further study in hospitality or tourism sectors.

Where will it lead me?

This nationally recognised qualification is at a **Certificate II level**, which prepares you with the skills and knowledge to undertake positions in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops throughout Australia.

What is involved?

This qualification has 12 units in total (6 core and 6 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). Work placement consisting of 12 service shifts is mandatory for this qualification.

Materials and Resources

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

Cost

VETIS funding **

Fee for Service – from \$695.00

** If you are a current Queensland School Student, you may be eligible to undertake a VETIS qualification funded by the VET investment budget and delivered by an RTO who is approved as a Skills Assure supplier (SAS). For more information about eligibility and funding, visit <https://desbt.qld.gov.au/training/providers/funded/vetis> and download the fact sheet.





Units of Competency delivered

Core units (Mandatory)

BSBTWK201	<i>Work effectively with others</i>
SITHIND006	<i>Source and use information on the hospitality industry</i>
SITHIND007	<i>Use hospitality skills effectively</i>
SITXCCS011	<i>Interact with customers</i>
SITXCOM007	<i>Show social and cultural sensitivity</i>
SITXWHS005	<i>Participate in safe work practices</i>

Elective units

SITXFSA005	<i>Use hygienic practices for food safety</i>
SITHFAB021	<i>Provide responsible service of alcohol</i>
SITHFAB024*	<i>Prepare and serve non-alcoholic beverages</i>
SITHFAB025*	<i>Prepare and serve espresso coffee</i>
SITHCCC024*	<i>Prepare and present simple dishes</i>
SITHCCC028*	<i>Prepare appetisers and salads</i>

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

Pathways

After successful completion of this qualification, you may choose to undertake SIT30622 Certificate III in Hospitality.

More information?

To enquire about this qualification, please contact [SmartSkill](mailto:enquiries@smartskill.edu.au) on 07 3279 0656.



Version 1.0 23/03/2025
SmartSkill Pty Ltd
RTO Number 5710
PO Box 4208,
FOREST LAKE, QLD. 4078.



The Health syllabus 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. Embedded in Health is the Health inquiry model that provides the conceptual framework for this syllabus.

The Health syllabus is developmental and becomes increasingly more complex across the four units through the use of the Health inquiry model. This syllabus is underpinned by a salutogenic (strengths-based) approach, which focuses on how health resources are accessed and enhanced. Resilience as a personal health resource in Unit 1, establishes key teaching and learning concepts, which build capacity for the depth of understanding over the course of study.

Unit 2 focuses on the role and influence of peers and family as resources through one topic selected from two choices: Elective topic 1: Alcohol, or Elective topic 2: Body image. Unit 3 explores the role of the community in shaping resources through one topic selected from three choices: Elective topic 1: Homelessness, Elective topic 2: Transport safety, or Elective topic 3: Anxiety. The culminating unit challenges students to investigate and evaluate innovations that influence respectful relationships to help them navigate the post-schooling life course transition.

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.

Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning, and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health-educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

Pathways

A course of 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 the Health inquiry model
- analyse and interpret information to draw conclusions about health-related topics and issues
- critique information to distinguish determinants that influence health status
- 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
- organise information for particular purposes
- 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 • Alcohol and other drugs (elective) • Body image (elective)	Community as a resource for healthy living • Homelessness (elective) • Transport safety (elective) • Anxiety (elective)	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 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): • Action research	25%	Summative internal assessment 3 (IA3): • Investigation	25%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — extended response	25%

General senior subject

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students 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 and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

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
Motor learning, functional anatomy and biomechanics in physical activity • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity	Sport psychology and equity in physical activity • Sport psychology in physical activity • Equity — barriers and enablers	Tactical awareness and ethics in physical activity • Tactical awareness in physical activity • Ethics and integrity in physical activity	Energy, fitness and training in physical activity • Energy, fitness and training integrated in physical activity

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):	25%	Summative internal assessment 3 (IA3):	25%
• Project — folio		• Project — folio	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
• Investigation — report		• Examination — combination response	

The first five years of life are critical in shaping growth and development, relationships, wellbeing and learning. The early years can have a significant influence on an individual's accomplishments in family, school and community life. Quality early childhood education and care support children to develop into confident, independent and caring adults.

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development. Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development. Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments. Throughout the course of study, students make decisions and work individually and with others.

Students examine the interrelatedness of the fundamentals and practices of early childhood learning. They plan, implement and evaluate play-based learning activities responsive to the needs of children as well as exploring contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

Students have opportunities to learn about the childcare industry, such as the roles and responsibilities of workers in early childhood education and care services. Opportunities to interact with children and staff in early childhood education and care services would develop their skills and improve their readiness for future studies or the workplace. Through interacting with children, students have opportunities to experience the important role early childhood educators play in promoting child development and wellbeing.

Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher's aides or assistants in a range of early childhood contexts.

Objectives

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

- investigate the fundamentals and practices of early childhood learning
- plan learning activities
- implement learning activities
- evaluate learning activities.

Structure

Early Childhood Studies is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Play and creativity
Unit option B	Literacy and numerary
Unit option C	Children's development
Unit option D	Children's wellbeing

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Early Childhood Studies are:

Technique	Description	Response requirements
Investigation	Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity.	Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity.	Play-based learning activity Implementation of activity: up to 5 minutes Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

**Certificate III in Fitness (SIS30321) /
Certificate II in Sport Coaching (SIS20321)**
Certificate Course from Binnacle Training (RTO 31319)

Certificate

CERTIFICATE III IN FITNESS (SIS30321) + CERTIFICATE II IN SPORT COACHING (SIS20321)

DELIVERED IN CONJUNCTION WITH BINNACLE TRAINING (RTO 31319)

Why study this course?

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres. Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor). Students facilitate programs within their school community including:

- Community fitness programs
- Strength and conditioning for athletes and teams
- 1-on-1 and group fitness sessions with male adults, female adults and older adult clients.

Students will acquire skills in:

- Client screening and health assessment
- Planning and instructing fitness programs
- Deliver 1-on-1 and group fitness programs
- Exercise science and nutrition
- Anatomy and physiology

Pathway options may include:

- Group exercise instructor or gym fitness instructor
- Pathway into Certificate IV in Fitness or University degree

What will students achieve?

- SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- Entry qualification: SIS20321 Certificate II in Sport Coaching
- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (nonaccredited), issued by Australian Sports Commission
- Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

Units of Competency

Code	Title	Code	Title
HLTAID011	Provide First Aid	BSBOPS304	Deliver and monitor a service to customers
HLTWHS001	Participate in workplace health and safety	BSBPEF301	Organise personal work priorities
SISXEMR003	Respond to emergency situations	SISFFIT035	Plan group exercise sessions
SISXIND011	Maintain sport, fitness and recreation industry knowledge	SISFFIT036	Instruct group exercise sessions
SIRXWHS001	Work safely	SISFFIT032	Complete pre-exercise screening and service orientation
BSBSUS211	Participate in sustainable work practices	SISFFIT033	Complete client fitness assessments

SISSSCO001	Conduct sport coaching sessions with foundation level participants	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISSSCO002	Work in a community coaching role	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISSPAR009	Participate in conditioning for sport	SISFFIT052	Provide healthy eating information
Additional Unit of Competency Completed (to be Reported on the Statement of Attainment)			
BSBPEF202	Plan and apply time management		

How will the students be assessed?

Program delivery will combine both class-based tasks and practical components in a real sport and fitness environment at the school. This involves the delivery of a range of practicals within their school community and to adult (18+) and older adult (55+) clients. A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities including client interactions.
- Group projects.
- e-Learning projects

Fees

\$495.00 Binnacle Training Fees

Entry Requirements

Nil.

Language, Literacy, Numeracy and Digital Literacy Skills

A Language, Literacy, Numeracy and Digital Literacy (LLND) screening process is undertaken as part of pre-enrolment in order to provide advice to students on the suitability of the training product.

Third Party Agreement

The school has entered a Third Party Agreement and will be recruiting prospective VET students, providing student support services, and conducting training and assessment on behalf of Binnacle Training.

Product Disclosure Statement

This Subject Outline 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 an 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:
<https://www.binnacletraining.com.au/product-disclosure-statement/>

Certificate III in Health Services Assistance (HLT33115)

Certificate Course from Connect 'n' Grow (RTO 40518)

Certificate

HLT33115

Certificate III in Health Services Assistance

Designed for senior high school students to develop entry-level skills in the Health Industry.

The HLT33115 Certificate III in Health Services Assistance equips students with foundational knowledge and skills to support health professionals in client care, with elective units contextualized for a secondary school environment.

Course Length:	6 months to 1 Year
Designed For:	Year levels 11 or 12
Study Mode:	Classroom and project-based learning, online learning (self-study)
Payment Options:	Fee for service
Units of Competency:	15 Units (7 Core and 8 Elective Units)
QCE Credit Outcome:	Maximum of 8 QCE Credits

✓ 6 months to 1 Year Program

✓ Nationally Recognised Qualifications





What students achieve

- HLT33115 Certificate III in Health Services Assistance
- Nationally recognised qualification
- QCE credits towards Senior Certificate of Education (QCE)
- First Aid and CPR Certificate
- Pathway into further study and employment

Skills acquired

- Recognise healthy body systems
- Interpret and apply medical terminology
- Working with diverse people
- Health promotion
- Conducting health checks
- Infection control
- Customer service
- Individualised support

Pathways to further study

A range of other certificate level qualifications in:

- Health
- Community Services
- Disability
- Aged Care
- Health administration

Tertiary level qualifications:

- Bachelor Degree

Employment

Health Services Assistance reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients. This qualification involves the worker in direct client contact under supervision.



Want to know more?

Scan the QR code or contact us:

 schools@connectngrow.edu.au

 1300 283 662



CONNECTING GROW - HLT33115

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

Please note that students selecting to study a subject via any distance education provider will be required to attend a follow up meeting to verify their capabilities of working independently in an online environment. The enrolment fee of \$150 (non-refundable) for each course will also need to be paid during this meeting to secure the enrolment.

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. Students choosing such subjects need to be committed to studying via distance education in an online mode. Students are expected to continue studying that subject for at least one unit.

Parents are required to pay the cost of distance education subjects (approximately \$850 - \$1600* 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.

FisherONE

Brisbane Catholic Education has a school of Distance Education called FisherONE. You can find out more information about them in the [Fisher One Subject Selection Handbook](#). FisherONE is our preferred provider although other options are possible.

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 stated 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.