

SENIOR CURRICULUM HANDBOOK

2027



Empowering *minds*
Enriching *hearts*



St Joseph's College



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Please Note:

- Correct at time of publication.
- Some subjects may not be offered each year due to insufficient demand or timetabling constraints.

Teaching & Learning Framework



The St Joseph's College Teaching and Learning Framework

As an aspirational learning community, St Joseph's College embraces a culture of learning to empower young people to pursue their passions and meet the demands of their future pathways.

The St Joseph's College Teaching and Learning Framework is designed to guide the work of all teachers and learners as we seek to aspire to excellence for all students at the College. The framework clarifies beliefs about successful learners and effective learning in an aspirational community. The framework informs consistent practice with a common language based on evidence and research.

Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies.

The profile may include a:

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

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.

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.

For further information please refer to:

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce>

Senior Subjects

The QCAA develops four types of senior subject syllabuses – General, Applied, Senior External Examinations (SEE) and Short Courses. St Joseph’s College offers General, Applied, VET courses and the short courses in Literacy and Numeracy. Students may enrol in the SEE on an individual basis in consultation with the College.

Results in General and Applied subjects and VET certificates contribute to the awarding 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 a student’s ATAR.

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General courses.

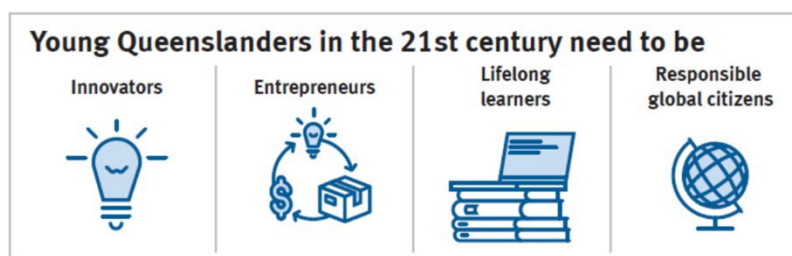
Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P-10 Australian Curriculum.

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.



General Syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects include Extension subjects.

In addition to literacy and numeracy, General syllabuses are underpinned by 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

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

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 life-like 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 VET programs through the school if it:

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

Please Note:

The College will allow students to undertake a school-based apprenticeship or traineeships alongside an Applied Pathway Program. The College will approve **one** day in the workplace for the school-based apprenticeship or traineeship. Students and families are required to liaise directly with the Careers Team in regard to school-based apprenticeships and traineeships.

Australian Tertiary Admission Rank (ATAR) Eligibility

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

- best five General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.
- The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

Please Note:

To achieve the best possible academic outcomes and a competitive ATAR, eligible students should design a study pathway that allows them to attend school **five** days a week.

English Requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject. Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of the following subjects – English, Essential English, Literature, English as an Additional Language, or English & Literature Extension. While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

Instrument-Specific Marking Guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments. The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualized for the requirements of the assessment instrument.

General Syllabuses Structure

The syllabus structure consists of a course overview and assessment.

General Syllabuses Course Overview

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

Extension Syllabuses Course Overview

Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study. Extension syllabuses are course of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners. The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 Assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools develop at least two but no more than four assessments for Units 1 and 2. At least one assessment must be completed for each unit. Schools report satisfactory completion of Units 1 and 2 to the QCAA. St Joseph's College reports levels of achievement to students and parents/carers using a five-point scale (A – E).

Units 3 and 4 Assessments

Students complete a total of four summative assessments – three internal and one external – that count towards the overall subject result in each General subject. Schools develop three internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus. The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a student's overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

External Assessment

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

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

Applied Syllabuses Structure

The syllabus structure consists of a course overview and assessment.

Applied Syllabuses Course Overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, ie. 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 awarding of a QCE, and results from Units 3 and 4 may contribute as a single input to ATAR calculation. A course of study for Applied syllabuses includes core topics and elective areas for study.

Assessment

Applied syllabuses use four summative internal assessments from Units 3 and 4 to determine a student's exit result. Schools develop at least two but no more than four internal assessments for Units 1 and 2 and these assessments provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4. Applied syllabuses do not use external assessment.

Instrument-specific Standards Matrixes

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

Essential English and Essential Mathematics - Common Internal Assessment

Students complete a total of four summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop three of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA. The common internal assessment (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.

Queensland Certificate of Education (QCE)

About the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and open a QCAA learning account.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. They must also complete the QCAA's academic integrity course, or equivalent. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.

QCE requirements

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

Set amount

20 credits from contributing courses of study, including:

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

Set standard

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

Set pattern

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

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

Literacy & numeracy

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

Academic integrity

Students must complete the QCAA's academic integrity course or an equivalent program that meets the QCAA's requirements.

Set pattern

Within the set pattern requirement, there are 3 categories of learning: Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may be accrued from a combination of Core, Preparatory or Complementary courses of study.

COURSE	QCE CREDITS PER COURSE
● Core: At least 12 credits must come from completed Core courses of study	
QCAA General subjects and Applied subject	up to 4
QCAA General Extension subject	up to 2
QCAA General Senior External Examination subject	4
Certificate II qualifications	up to 4
School-based apprenticeship	up to 8
Recognised studies categorised as Core	as recognised by QCAA
Recognised studies categorised as Core	as recognised by QCAA
● Preparatory: A maximum of 4 credits can come from Preparatory courses of study	
QCAA Short Courses <ul style="list-style-type: none"> • QCAA Short Course in Literacy • QCAA Short Course in Numeracy 	1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA
● Complementary: A maximum of 8 credits can come from Complementary courses of study	
QCAA Short Courses <ul style="list-style-type: none"> • QCAA Short Course in Aboriginal & Torres Strait Islander Languages • QCAA Short Course in Career Education 	1
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3. To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one literacy and one numeracy learning option, chosen from the following:

● Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

● Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs. It is an official record that students have completed at least 12 years of education and provides students with a summary of their skills and knowledge to present to employers and training providers.

Staff discuss the most suitable school subjects and certification options with students and their parents/carers in Year 10 during Senior Education and Training (SET) planning. School subjects are tailored for individual students, meeting them at their stage of their learning journey. A student on a QCIA pathway might complete a combination of modified subjects, applied subjects, and certificate courses.

When a student commences the QCIA, parents/carers, relevant staff and the student collaborate to create meaningful, achievable goals for the student to work towards throughout Year 11 and Year 12.

Typical QCIA Pathway:

Core Subjects	Sample Student Goals
English for Living	<ul style="list-style-type: none"> • Use comprehension strategies to explore topics and gather information from texts. • Navigate, read and view different types of texts. • Summarise and organise information and ideas. • Compose texts to record and report events and ideas. • Plan, rehearse and deliver short presentations.
Maths for Living	<ul style="list-style-type: none"> • Understand and demonstrate concepts of addition, subtraction, multiplication and division. • Solve problems using simple percentages and rates. • Collect, record and display data as tables, diagrams and column graphs. • Convert between hours and minutes, 12- and 24-hour systems. • Calculate the value of purchases and change. • Create and follow simple budgets and plans.
Religion for Identity	<ul style="list-style-type: none"> • Explain how communities provide support and care for their citizens. • Create ways to take action to address community needs. • Identify how different individuals and groups celebrate and commemorate events that are important to them. • Identify that Aboriginal peoples and Torres Strait Islander peoples are connected to Country and Place and these connections shape their daily lives.

Example Electives	Sample Student Goals
Hospitality Skills	<ul style="list-style-type: none"> • Plan a strategy for keeping an environment healthy and safe. • Explore healthy mealtime options. • Engage in the preparation of healthy mealtime options. • Identify appropriate dress requirements for a range of activities and environments. • Contribute collaboratively to groups and teams. • Create and follow simple budgets and plans.

Example Electives	Sample Student Goals
Furnishing Essentials	<ul style="list-style-type: none"> • Explore ways to approach and complete tasks while maintaining personal safety. • Identify challenges and adapt approach to persist with tasks. • Identify appropriate dress requirements for a range of activities and environments. • Prioritise steps or stages for completing tasks. • Work independently on routine tasks.
Visual Art Essentials	<ul style="list-style-type: none"> • Describe the features that make different artistic activities enjoyable. • Participate as an audience member at an art show. • Explore and experiment with different materials and processes to make artworks. • Share and explain artworks with others. • Identify and describe personal art preferences.
Drama Essentials	<ul style="list-style-type: none"> • Rehearse and perform to develop interpersonal and team skills. • Share personal opinions about a dramatic performance. • Explore ways audience members show their appreciation for a show. • Share personal understanding of what happened in a performance.
Fitness Essentials	<ul style="list-style-type: none"> • Perform and practice fundamental movement skills. • Apply basic rules and scoring systems. • Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities. • Examine the benefits of physical activity and physical fitness to health and wellbeing.
Skills (recommended)	<ul style="list-style-type: none"> • Apply basic social protocols when using digital technologies. • Explain directions using maps and diagrams of familiar locations and places. • Describe personal interests, skills and achievements. • Plan for transitioning to life beyond school. • Identify specific experience, knowledge and skills needed for preferred post-school pathways. • Prepare a resume and application letter for identified jobs. • Identify own preferred learning styles and work habits.

Prerequisite Table

QCAA General Subjects

Senior General Subject	Prerequisite
Accounting	B in English and Mathematics. Recommend BUA.
Biology	B in Year 10 General Science and English. C in Year 10 Mathematics.
Chemistry	B in Year 10 General Science, English and Mathematics.
Design	Preferably completed one semester of Design in Year 9 and/or Year 10.
Drama	Recommended having studied Drama for at least one semester in Year 9 and/or Year 10.
Economics	B in Year 10 English.
English	B in Year 10 English.
English & Literature Extension	A or B standard in Unit 1 + 2 in General English or Literature.
French	C in Year 10 French.
General Mathematics	C in Mathematics.
Japanese	C in Year 10 Japanese.
Legal Studies	B in Humanities and English.
Literature	B in Year 10 English.
Mathematical Methods	B in Year 10 Mathematics Extension.
Modern History	B in Humanities and English.
Music	Recommended prior study of Music or an instrumental student.
Physical Education	C in English and a B in Year 10 HPE.
Physics	B in Year 10 General Science, English and Mathematics.
Psychology	B in Year 10 General Science, English and Mathematics.
Specialist Mathematics	Co-requisite – Mathematical Methods. B in Yr 10 Mathematics Extension.
Study of Religion	B in Year 10 Religion and English.
Visual Art	C standard in Year 10 English is recommended. Recommended one semester of Year 9 and Year 10 elective Visual Art.

Vocational Education Training

St Joseph's College is recognised as a leader in Vocational Education Training (VET). We focus on empowering students to meet the challenges of the continually evolving work in which they live. We pride ourselves on the close connections and partnerships established with industry and present opportunities for our students to develop knowledge and practical skills in an industry simulated setting.

Our Trades Skills Centre is a leading facility, providing students with access to:

- a fully equipped commercial kitchen and engineering workshop
- improved transition to work or further education and training
- industry networking partnerships
- qualified staff who have currency with industry practices.

Our VET students exit with real industry skills and nationally recognised qualifications, creating a pathway into many occupations.

Under the current QCE system, eligible VET qualifications at Certificate III level or above **may contribute** to the calculation of a student's ATAR, subject to QTAC rules and in combination with appropriate General subjects. The approach recognises the role that VET plays in senior studies and the transition to employment, vocational and higher education pathways, while also ensuring that students have a sufficient breadth of academic subjects to copy with the demands of tertiary study.

Stand Alone VET Subjects

Senior VET Subject	Prerequisite
BSB50120 Diploma of Business	C in Year 10 English.
BSB30120 Certificate III in Business	C in Year 10 English.
SIS30321 Certificate III in Fitness + SIS20122 Certificate II in Sport and Recreation	C standard in Year 10 Semester 2 HPE.
HLT23221 Certificate II in Health Support Services + HLT33115 Certificate III in Health Services Assistance	C in Year 10 English.
MEM20422 Certificate II in Engineering Pathways	No prerequisite but it is recommended to have completed at least one semester of Metal Technologies.
CPC20220 Certificate II in Construction Pathways	No prerequisite but it is recommended to have completed at least one semester of Wood Technologies.

QCAA Senior Syllabuses – General and Applied

Please note that although the College is offering these subjects it will depend on student choice. The College may not be able to offer a subject due to class sizes or timetabling constraints. For the senior subjects below: (G) is a General Subject and (A) is an Applied Subject.

Religion

- (G) Study of Religion
- (A) Religion & Ethics

English and Languages

- (G) English
- (G) Literature
- (G) English & Literature Extension (Year 12)
- (A) Essential English
- (G) French*
- (G) Japanese*

Mathematics

- (G) General Mathematics
- (G) Mathematical Methods
- (G) Specialist Mathematics
- (A) Essential Mathematics

Humanities and Business

- (G) Legal Studies*
- (G) Modern History*
- (A) Social & Community Studies*
- (A) Tourism*
- (G) Accounting
- (G) Economics*

Health and Physical Education

- (G) Physical Education*

Science

- (G) Biology*
- (G) Chemistry
- (G) Physics
- (G) Psychology

Design Technology

- (G) Design*
- (A) Fashion*
- (A) Furnishing Skills*
- (A) Hospitality Practices*
- (A) Information & Communication Technology*

The Arts

- (G) Drama*
- (A) Drama in Practice*
- (G) Music*
- (G) Visual Art*
- (A) Visual Arts in Practice*

* THESE SUBJECTS WILL INCUR A LEVY FOR CONSUMABLES, EXCURSIONS AND CAMPS.

VET and External Courses

School VET

Diploma of Business (Aurora) – Wednesday during Enrichment

Certificate III in Business

Certificate III in Fitness + Certificate II in Sport and Recreation

Certificate II in Health Support Services + Certificate III in Health Services Assistance – Thursday

Certificate II in Engineering Pathways

Certificate II in Construction Pathways

Externally Delivered Courses

University of Southern Queensland

Head Start – in consultation with the Careers Team

TAFE Queensland

In consultation with Careers Team

Study of Religion

General Subject

Course Objectives

- Explain features and expressions of religious traditions.
- Analyse perspectives about religious expression.
- Evaluate the significance and influence of religion.
- Communicate to suit purpose.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Religion, meaning and purpose <ul style="list-style-type: none">• Nature and purpose of religion• Sacred texts	Religion and ritual <ul style="list-style-type: none">• Lifecycle rituals• Calendric rituals	Religious ethics <ul style="list-style-type: none">• Social ethics• Personal ethics	Religion – rights and relationships <ul style="list-style-type: none">• 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): <ul style="list-style-type: none">• Examination – extended response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Investigation – inquiry response	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation – inquiry response	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination – short response	25%

Prerequisite

In order to succeed in this subject, students should have achieved at least a B in English and Religion.

Applied Subject

Course Objectives

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

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

Course Structure

Religion & Ethics is a four-unit course of study. All units have comparable complexity and challenge in learning and assessment. Each unit contains two pieces of assessment: Extended Response/Investigation and Project.

The following units will be studied across the two-year period:

Unit D: World religions and spiritualities

In this unit, students explore how people seek, explore and express beliefs and practices through the living systems of the world religions and spiritualities, including the world's indigenous peoples. Religions and spiritualities support dynamic and complex expressions of world views, beliefs, values, culture and community. By exploring a variety of community contexts, students investigate how religions and spiritualities influence and shape the experience and interactions of individuals and communities. Students seek to know how understanding and respecting religions and spiritualities can help foster a more harmonious society.

Unit C: Meaning, purpose and expression

In this unit, students are introduced to various contemporary forms of religious, spiritual and ethical expressions in different contexts to explore how individuals and communities create meaningful and purposeful lives. Humanity's search for meaning and purpose in life through religious, spiritual and ethical expression is common across cultures, countries and communities. By engaging with a variety of contexts, students explore how religious, spiritual and ethical belief systems have influenced expression and help people to create and maintain a meaningful and purposeful existence in the 21st century.

Unit B: Social justice

In this unit, students are introduced to religious, spiritual and ethical principles as they consider a range of social justice issues. They consider the quality of human life and human dignity as they learn about equality and equity across the world and in Australia. Students explore how religious, spiritual and ethical principles influence perceptions and judgments, and how moral decision making is related to structures in society.

Unit A: Australian identity

In this unit, students are introduced to the diversity of Australian communities and their various religious, spiritual and ethical principles and practices. Students explore perspectives and approaches in Australia's evolving society. They develop an understanding about how different contexts have influenced perspectives and approaches over time and their impact on the formation of identity.

Prerequisite

There are no prerequisites for this subject.

General Subject

Course 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 context
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none"> • Texts in contexts • Language and textual analysis • Responding to and creating texts 	Texts and culture <ul style="list-style-type: none"> • Texts in contexts • Language and textual analysis • Responding to and creating texts 	Textual connections <ul style="list-style-type: none"> • Conversations about issues in texts • Conversations about concepts in texts 	Close study of literary texts <ul style="list-style-type: none"> • 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): • Spoken persuasive response	25%	Summative internal assessment 3 (IA3): • Examination – extended response	25%
Summative internal assessment 2 (IA2): • Written response for a public audience	25%	Summative external assessment (EA): • Examination – extended response	25%

Prerequisite

In order to succeed in this subject, students should have achieved at least a B in Year 10 English.

General Subject

Course 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 context
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies <ul style="list-style-type: none"> • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts 	Intertextuality <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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): • Examination - extended response	25%	Summative internal assessment 3 (IA3): • Imaginative response	25%
Summative internal assessment 2 (IA2): • Imaginative response	25%	Summative external assessment (EA): • Examination – extended response	25%

Prerequisite

In order to succeed in this subject, students should have achieved at least a B in Year 10 English.

English & Literature Extension (Year 12 Only)

General (Extension) Subject

Course Objectives

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

- demonstrate understanding of literacy texts studied to develop interpretation/s
- demonstrate understanding of different theoretical approaches to exploring meaning in texts
- demonstrate understanding of the relationships among theoretical approaches
- apply different theoretical approaches to literary texts to develop and examine interpretations
- analyse how different genres, structures and textual features of literary texts support different interpretations
- use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
- use textual features in extending analytical responses to create desired effects for specific audiences
- evaluate theoretical approaches used to explore different interpretations of literary texts
- evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them
- synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence

Course Structure

Unit 3	Unit 4
Ways of reading <ul style="list-style-type: none">• Readings and defences• Defence of a complex transformation	Exploration and evaluation <ul style="list-style-type: none">• Extended academic research paper• Theorised exploration of 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): <ul style="list-style-type: none">• Reading and defence	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Academic research paper	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Defence of a complex transformation	20%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination – extended response	25%

Prerequisite

In order to succeed in this subject, students should have achieved at least an A or B in English and/or Literature in Year 11.

Applied Subject

Course 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 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

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> • Responding to texts • Creating texts 	Texts and human experiences <ul style="list-style-type: none"> • Responding to texts • Creating texts 	Language that influences <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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): <ul style="list-style-type: none"> • Spoken response 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Written response

Prerequisite

There are no prerequisites for this subject.

General Subject - Elective

Course Objectives

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

- comprehend French to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements to French to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate French

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ma vie – My world <ul style="list-style-type: none"> • Family/carers • Peers • Education 	L’exploration du monde – Exploring our world <ul style="list-style-type: none"> • Travel and exploration • Social customs • French influences around the world 	Notre société; culture et identité – Our society; culture and identity <ul style="list-style-type: none"> • Lifestyles and leisure • The arts, entertainment and sports • Groups in society 	Mon présent; mon avenir – My present; My future <ul style="list-style-type: none"> • The present • Future choices

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 – short response	20%	Summative internal assessment 3 (IA3): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination – extended response	25%	Summative external assessment (EA): • Examination – combination response	25%

Prerequisite

Senior French is a continuation of French language study across Years 7 – 10. Students should have achieved a C standard in Year 10 French.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS.

Japanese

General Subject - Elective

Course Objectives

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

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements of Japanese to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate Japanese

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
My world <ul style="list-style-type: none">• Family/carers• Peers• Education	Exploring our world <ul style="list-style-type: none">• Travel and exploration• Social customs• Japanese influences around the world	Our society; culture and identity <ul style="list-style-type: none">• Lifestyles and leisure• The arts, entertainment and sports• Groups in society	My present; my future <ul style="list-style-type: none">• The present• Future choices

Assessment

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination – short response	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination – extended response	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination – combination response	25%

Prerequisite

Senior Japanese is a continuation of Japanese language study across Years 7 – 10. Students should have achieved a C standard in Year 10 Japanese.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS.

General Subject

Course Objectives

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

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

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis 1 • Univariate data analysis 2 	Bivariate data and time series analysis, sequences and Earth geometry <ul style="list-style-type: none"> • Bivariate data analysis 1 • Bivariate data analysis 2 • Time series analysis • Growth and decay in sequences • Earth geometry and time zones 	Investing and networking <ul style="list-style-type: none"> • Loans, investments and annuities 1 • Loans, investments and annuities 2 • Graphs and networks • Networks and decision mathematics 1 • Networks and decision mathematics 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): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination – short response	15%
Summative internal assessment 2 (IA2): • Examination – short response	15%	Summative external assessment (EA): • Examination – combination response	50%

Prerequisite

In order to succeed in this subject, students should have achieved at least a C in Year 10 Mathematics.

Mathematical Methods

General Subject

Course Objectives

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

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

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability <ul style="list-style-type: none"> • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric function • Probability 	Calculus and further functions <ul style="list-style-type: none"> • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation 	Further calculus and introduction to statistics <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination – short response	15%
Summative internal assessment 2 (IA2): • Examination – short response	15%	Summative external assessment (EA): • Examination – combination response	50%

Prerequisite

In order to succeed in this subject, students should have achieved a minimum of a B achievement in Year 10 Extension Mathematics or teacher recommendation. *Students are required to purchase a Graphics calculator.

Specialist Mathematics

General Subject

Course Objectives

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

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

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, proof, vectors and matrices <ul style="list-style-type: none"> • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices 	Complex numbers, further proof, trigonometry, functions and transformations <ul style="list-style-type: none"> • Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs • Trigonometry and functions • Matrices and transformations 	Further complex numbers, proof, vectors and matrices <ul style="list-style-type: none"> • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices 	Further calculus and statistical inference <ul style="list-style-type: none"> • 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): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination – short response	15%
Summative internal assessment 2 (IA2): • Examination – short response	15%	Summative external assessment (EA): • Examination – combination response	50%

Prerequisite

In order to succeed in this subject, students should have achieved a minimum of a B achievement in Year 10 Extension Mathematics or teacher recommendation. *Students are required to purchase a Graphics calculator.

Essential Mathematics

Applied Subject

Course Objectives

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

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

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs <ul style="list-style-type: none">• Fundamental topic: Calculations• Number• Representing data• Managing money	Data and travel <ul style="list-style-type: none">• Fundamental topic: Calculations• Data collection• Graphs• Time and motion	Measurement, scales and chance <ul style="list-style-type: none">• Fundamental topic: Calculations• Measurement• Scales, plans and models• Probability and relative frequencies	Graphs, data and loans <ul style="list-style-type: none">• 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): <ul style="list-style-type: none">• Problem-solving and modelling task	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Common internal assessment (CIA)	Summative internal assessment (IA4): <ul style="list-style-type: none">• Examination – short response

Prerequisite

There are no prerequisites for this subject.

General Subject - Elective

Course 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

Course Structure

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

Prerequisite

It is recommended that students have achieved at least a B level of achievement in both English and Humanities in Year 10.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS.

Modern History

General Subject - Elective

Course Objectives

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

- comprehend terms, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World <ul style="list-style-type: none">• Australian Frontier Wars, 1788-1930s• American Revolution, 1763-1783 or Russian Revolution, 1905-1920s	Movements in the Modern World <ul style="list-style-type: none">• Women's movement since 1893• African-American civil rights movement, 1954-1968 or Independence movement in India, 1857-1947	National experiences in the Modern World <ul style="list-style-type: none">• Germany, 1914-1945• Israel, 1948-1993 or China, 1931-1976	International experiences in the Modern World <ul style="list-style-type: none">• Australian engagement with Asia since 1945• Cold War, 1945-1991

Assessment

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

Summative Assessments

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

Prerequisite

Students choosing Modern History are expected to have achieved at least a B level of achievement in both English and Humanities in Year 10.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS.

Social & Community Studies

Applied Subject - Elective

Course Objectives

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

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- recognise and explain the ways life skills relate to social contexts
- explain issues and viewpoints related to social investigations
- organise information and material related to social contexts and issues
- analyse and compare viewpoints about social contexts and issues
- apply concepts and ideas to make decisions about social investigations
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake social investigations
- communicate the outcomes of social investigations, to suit audiences
- appraise inquiry processes and the outcomes of social investigations

Course Structure

Social & Community Studies is a four-unit course of study. Units and assessment have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment.

Selected Units

Unit A – Lifestyle and financial choices

Unit B – Healthy choices for mind and body

Unit C – Relationships and work environments

Unit E – Australia and its place in the world

Assessment

For Social & Community Studies, assessment from Units 3 & 4 is used to determine the student's exit result and consists of four instruments.

Project		Investigation	Extended Response
A response to a single task, situation and/or scenario. A project must have two parts with different audiences and modes.		A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
Product	Evaluation		
One of the following:	One of the following:	One of the following:	One of the following:
<ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media.• Spoken: up to 4 minutes, or signed equivalent.• Written: up to 800 words.	<ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 4 minutes, 6 A4 pages, or equivalent digital media.• Spoken: up to 3 minutes, or signed equivalent.• Written: up to 500 words.	<ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media.• Spoken: up to 7 minutes, or signed equivalent.• Written: up to 1000 words.	<ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media.• Spoken: up to 7 minutes, or signed equivalent.• Written: up to 1000 words.

Prerequisite

There are no prerequisites for this subject.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS.

Applied Subject - Elective

Course Objectives

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

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations

Course Structure

Tourism is a four-unit course of study. Units and assessment have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment.

Selected Units

Unit A – Tourism and travel

Unit B – Tourism marketing

Unit C – Tourism trends and patterns

Unit E – Tourism industry and careers

Assessment

For Tourism, assessment from Units 3 & 4 is used to determine the student's exit result and consists of four instruments (2 x projects and 2 x investigations).

Project		Investigation
A response to a single task, situation and/or scenario. A project must have two parts with different audiences and modes.		A response that includes locating and using information beyond students' own knowledge and the data they have been given.
Product	Evaluation	
One of the following:	One of the following:	One of the following:
<ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media. • Spoken: up to 3 minutes, or signed equivalent. • Written: up to 500 words. 	<ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 6 A4 pages, or equivalent digital media. • Spoken: up to 3 minutes, or signed equivalent. • Written: up to 500 words. 	<ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media. • Spoken: up to 7 minutes, or signed equivalent. • Written: up to 1000 words.

Prerequisite

There are no prerequisites for this subject.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS.

Accounting

General Subject - Elective

Course Objectives

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

- comprehend accounting concepts, principals and processes
- apply accounting principles and processes
- analyse and interpret financial data and information
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems
- create responses that communicate meaning to suit purpose and audience

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real-world accounting <ul style="list-style-type: none">• Introduction to accounting• Accounting for today's businesses	Financial reporting <ul style="list-style-type: none">• End-of-period reporting for today's businesses• Performance analysis for a sole trader business	Managing resources <ul style="list-style-type: none">• Cash management• Managing resources for a sole trader business	Accounting – the big picture <ul style="list-style-type: none">• Fully classified financial statement reporting and analysis for a sole trader business• Complete accounting process for a sole trader business• Performance analysis of a public company

Assessment

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Project – cash management	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Examination – combination response	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination – combination response	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination – combination response	25%

Prerequisite

In order to succeed in this subject, students should have achieved at least a B in English and Mathematics. It is not necessary to have studied Business and Economics during Year 10; however, BUA is recommended.

Economics

General Subject - Elective

Course Objectives

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

- comprehend economic concepts, principles and models
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning to suit the intended purpose.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models <ul style="list-style-type: none">• The basic economic problem• Economic flows• Market forces	Modified markets <ul style="list-style-type: none">• Markets and efficiency• Case options of market measures and strategies<ul style="list-style-type: none">○ Case option A: market concentration○ Case option B: environmental economics○ Case option C: Inequality	International economics <ul style="list-style-type: none">• International trade• Global economic issues	Contemporary macroeconomics <ul style="list-style-type: none">• Macroeconomic objectives and theory• Economic indicators and past budget stances

Assessment

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

Summative Assessments

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

Prerequisite

In order to succeed in this subject, students should have achieved at least a B in English.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS.

Physical Education

General Subject - Elective

Course 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

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy and biomechanics in physical activity <ul style="list-style-type: none">• Motor learning in physical activity• Functional anatomy and biomechanics in physical activity	Sport psychology and equity in physical activity <ul style="list-style-type: none">• Sport psychology in physical activity• Equity – barriers and enablers	Tactical awareness and ethics in physical activity <ul style="list-style-type: none">• Tactical awareness in physical activity• Ethics and integrity in physical activity	Energy, fitness and training in physical activity <ul style="list-style-type: none">• 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): <ul style="list-style-type: none">• Project – folio	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project – folio	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation – report	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination – combination response	25%

Prerequisite

Students should have achieved a C in English and a B standard in Year 10 HPE is also recommended. Students are required to make a commitment to all practical components listed above.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS.

Biology

General Subject - Elective

Course Objectives

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

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

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <ul style="list-style-type: none">• Cells as the basis of life• Exchange of nutrients and wastes• Cellular energy, gas exchange and plant physiology	Maintaining the internal environment <ul style="list-style-type: none">• Homeostasis – thermoregulation and osmoregulation• Infectious disease and epidemiology	Biodiversity and the interconnectedness of life <ul style="list-style-type: none">• Describing biodiversity and populations• Functioning ecosystems and succession	Heredity and continuity of life <ul style="list-style-type: none">• 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).

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment	20%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination – combination response	50%

Prerequisite

In order to succeed in this subject, students should have achieved a B standard in English and General Science.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS.

General Subject - Elective

Course Objectives

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

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

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals – structure, properties and reactions <ul style="list-style-type: none"> • Properties and structure of atoms • Properties and structure of materials • Chemical reactions – reactants, products and energy change 	Molecular interactions and reactions <ul style="list-style-type: none"> • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions 	Equilibrium, acids and redox reactions <ul style="list-style-type: none"> • Chemical equilibrium systems • Oxidation and reduction 	Structure, synthesis and design <ul style="list-style-type: none"> • 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): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%	Summative external assessment (EA): • Examination – combination response	50%

Prerequisite

In order to succeed in this subject, students should have achieved at least a B standard in English, Mathematics, and General Science.

Physics

General Subject - Elective

Course Objectives

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

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

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics <ul style="list-style-type: none">• Heating processes• Ionising radiation and nuclear reactions• Electrical circuits	Linear motion and waves <ul style="list-style-type: none">• Linear motion and force• Waves	Gravity and electromagnetism <ul style="list-style-type: none">• Gravity and motion• Electromagnetism	Revolutions in modern physics <ul style="list-style-type: none">• 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): <ul style="list-style-type: none">• Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment	20%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination – combination response	50%

Prerequisite

In order to succeed in this subject, students should have achieved at least a B standard in English, Mathematics, and General Science.

Psychology

General Subject - Elective

Course Objectives

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

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

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development <ul style="list-style-type: none">• The role of the brain• Cognitive development• Consciousness, attention and sleep	Individual behaviour <ul style="list-style-type: none">• Intelligence• Diagnosis• Psychological disorders and treatments• Emotion and motivation	Individual thinking <ul style="list-style-type: none">• Brain function• Sensation and perception• Memory• Learning	The influences of others <ul style="list-style-type: none">• 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): <ul style="list-style-type: none">• Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment	20%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination – combination response	50%

Prerequisite

In order to succeed in this subject, students should have achieved at least a B standard in English, Mathematics, and General Science.

General Subject - Design

Course 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
- propose design concepts in response to design problems
- evaluate ideas to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and co-texts

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder-centred design <ul style="list-style-type: none"> • Designing for others 	Commercial design influences <ul style="list-style-type: none"> • Responding to needs and wants 	Human-centred design <ul style="list-style-type: none"> • Designing with empathy 	Sustainable design influences <ul style="list-style-type: none"> • 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%

Prerequisite

In order to succeed in this subject, it would be preferable for students to have completed at least one semester of Design in Year 9 and/or Year 10.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS.

Fashion

Applied Subject - Elective

Course Objectives

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

1. Demonstrate practices, skills and processes. Students identify and reproduce skills in production tasks. These relate to production skills and product quality, elements and principles of fashion design and the design process, equipment and materials, customer expectations, workplace health and safety, sustainable workplace and industry practices, and personal and interpersonal skills.
2. Interpret briefs. Students use knowledge of practices and production processes to formulate design ideas. They draw meaning from the critical elements, components or characteristics of fashion drawings and technical information.
3. Select practices, skills and procedures. Students choose knowledge and skills to design and produce fashion products that meet a brief. Knowledge and skills relate to technical skills and product quality, elements and principles of fashion and the design process, equipment and materials, workplace health and safety and sustainable workplace industry practices, and personal and interpersonal skills.
4. Sequence processes. Students use knowledge and understanding of industry practices and production processes to decide on the combination and order of processes. Students consider workplace health and safety and sustainable workplace and industry practices.
5. Evaluate skills, procedures and products. Students evaluate skills and procedures to determine their efficiency and effectiveness in relation to task requirements. They evaluate products and design ideas, assessing strengths, implications and limitation to assess whether the brief has been met.
6. Adapt production plans, techniques and procedures. Students make decisions to adapt production plans, techniques and procedures. They undertake modifications and improvements based on identified strengths, implications and limitation to allow them to fulfil the brief.

Course Structure

The course of study will comprise of four of the following units:

- Unit option A:** Fashion designers
- Unit option B:** Historical fashion influences
- Unit option C:** Slow fashion
- Unit option D:** Collections
- Unit option E:** Industry trends
- Unit option F:** Adornment

Assessment

Assessment type is Projects.

Prerequisite

In order to succeed in the subject, it would be preferable that students have undertaken one semester of Year 9 Textiles and/or Year 10 Textiles.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS.

Furnishing Skills

Applied Subject - Elective

Course Objectives

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

1. Demonstrate practices, skills and processes. Students identify and reproduce fundamental skills in manufacturing tasks. These relate to enterprises, workplace health and safety, personal and interpersonal skills, product quality, drawings and technical information, tools and materials.
2. Interpret drawings and technical information. Students use knowledge of industry practices and production processes to draw meaning from the elements and critical features of drawings and technical information. They draw meaning through mathematical calculations, industry conventions, standards and task specific information such as schedules, data tables and operating procedures.
3. Select practices, skills and procedures. Students choose knowledge and skills to others to complete furnishing industry-specific manufacturing tasks. Knowledge and skills relate to enterprises, workplace health and safety, personal and interpersonal skills, product quality, drawings and technical information, tools and materials.
4. Sequence processes. Students use knowledge and understanding of industry practices, including safety concepts and principles, waste, product quality expectations, teamwork, regulations. They decide on the combination and order of production processes, including preparing, marking-out, cutting, joining, machining, forming and finishing to produce products in manufacturing tasks.
5. Evaluate skills and procedures, and products. Students determine the efficiency and effectiveness of production skills and procedures in relation to industry-specific task requirements. They assess the strengths, implications and limitations of products, using drawings, technical information and expectations of quality.
6. Adapt plans, skills and procedures. Students modify and improve production plans based on identified strengths, implications and limitations. They apply quality control measures to improve the alignment of products with drawings and technical information.

Course Structure

The course of study will address the following four units:

- Unit option A:** Furniture-making
- Unit option C:** Interior furnishing
- Unit option D:** Production in the domestic furniture industry
- Unit option E:** Production in the commercial furniture industry

Assessment

Assessment types are Projects and Practical Demonstration.

Prerequisite

In order to succeed in this subject, students should have achieved a C in Design Technology – Wood in Year 9 or Year 10. Students are to adhere to Workplace Health and Safety guidelines and practices while undertaking practical work.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS.

Hospitality Practices

Applied Subject - Elective

Course Objectives

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

1. Demonstrate practices, skills and processes. Students identify and reproduce skills in production tasks. These relate to hospitality industry, effective workplace communication, teamwork and staff attributes, customer expectations, workplace health and safety, and sustainable workplace practices.
2. Interpret briefs. Students use knowledge of industry practices and production processes to draw meaning from critical features of the brief, specifications and information, and procedures and skills from the hospitality industry.
3. Select practices, skills and procedures. Students choose and use hospitality industry knowledge and skills to develop responses to briefs. Knowledge and skills relate to equipment, consumables, workplace health and safety, sustainable workplace practices, personal and interpersonal skills, customer expectations, and service skills and procedures to implement a hospitality event.
4. Sequence processes. Students use knowledge and understanding of industry practices and production processes to decide on the combination and order of processes. Students consider workplace health and safety, team rosters, management of time, cost and client expectations of quality to implement a brief.
5. Evaluate skills, procedures and products. Students evaluate skills and procedures to determine their efficiency and effectiveness. They evaluate processes and products by assessing strengths, implications and limitations against specifications to assess whether the brief has been met.
6. Adapt plans, techniques and procedures. Students make decisions to adapt production plans, techniques and procedures. They undertake modifications and improvements based on identified strengths, implications and limitation to allow them to fulfil the brief.

Course Structure

The course of study will address the following four units:

- Unit option A:** Culinary trends
- Unit option B:** Bar and barista basics
- Unit option C:** Casual dining
- Unit option D:** Formal dining

Assessment

Assessment types are Practical Demonstration and Project.

Prerequisite

In order to succeed in the subject, it would be preferable that students have undertaken one semester of Year 9 and/or Year 10 Design Technology – Food.

*Students will be required to undertake a number of hours (outside of school time) at functions.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS.

Information & Communication Technology

Applied Subject - Elective

Course Objectives

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

1. Demonstrate practices, skills and processes. Students identify and reproduce fundamental industry skills in ICT tasks related to enterprises, workplace health and safety, ethical use, security, product quality and hardware and software tools.
2. Interpret client briefs and technical information. Students use knowledge of industry practices and processes to determine the purpose of ICT products, including product specifications and features.
3. Select practices and processes. Students choose knowledge and skills in ICT tasks. Knowledge and skills relate to enterprises, workplace health and safety, ethical use, security, product quality and hardware and software tools.
4. Sequence processes. Students decide on the combination and order of processes to develop ICT products. Students consider specifications, hardware and software requirements, ethical use, security, and safety of users to sequence processes to industry standards.
5. Evaluate processes and products. Students examine selected processes to determine their merit, value, or significance in relation to product specifications. They appraise products by testing effectiveness and suitability, assessing strengths, implications and limitations using specifications and industry standards.
6. Adapt processes and products. Students modify and improve processes and products based on identified strengths, implications and limitations, including amendments to hardware and software, product elements and components to improve alignment with client briefs, conventions and standards required in an industry-specific ICT task.

Course Structure

The course of study will address the following four units:

- Unit option A:** Robotics
- Unit option B:** Audio and Video Production
- Unit option C:** App Development
- Unit option D:** Digital imaging and modelling

Assessment

Assessment types are Product Proposal and Project.

Prerequisite

In order to succeed in the subject, it would be preferable that students have undertaken one semester of Year 9 and/or Year 10 Digital Technology.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS.

Drama

General Subject - Elective

Drama is a multifaceted discipline that explores the human experience through storytelling, emotions and imagination. It encourages students to delve into inherited artistic traditions, shaping their own practice and global perspective. Students engage their imagination, honing artistic skills as they create and respond to dramatic works. Students learn skills such as acting, directing, script writing and set, prop and stage designing. Overall, the subject fosters 21st century skills of critical thinking, creativity, collaboration, communication, preparing students for future careers which a background in Drama will complement various employment fields. Students will be required to view live performance either as an excursion and/or incursion.

Course 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

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? <ul style="list-style-type: none">• Cultural inheritances of storytelling• Oral history and emerging practices• A range of linear and non-linear forms	Reflect How is drama shaped to reflect lived experience? <ul style="list-style-type: none">• Realism, including Magical Realism, Australian Gothic• Associated conventions of styles and texts	Challenge How can we use drama to challenge our understanding of humanity? <ul style="list-style-type: none">• Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre• Associated conventions of styles and texts	Transform How can you transform dramatic practice? <ul style="list-style-type: none">• Contemporary performance• Associated conventions of styles and texts• Inherited texts as stimulus

Assessment

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Performance	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Practice-led project	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Dramatic concept	20%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination – extended response	25%

Prerequisite

Recommended prior study in Drama in Years 9 and/or Year 10.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS.

Drama in Practice

Applied Subject - Elective

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. 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. Students will be required to view live performance either as an excursion and/or incursion.

Syllabus Objectives

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

1. Use drama practices.

When making, students use dramatic languages to devise, direct and perform drama works.

2. Plan drama works.

When responding, students analyse key features of purpose and context to plan drama works. They make decisions, explore solutions and select strategies to achieve goals.

3. Communicate ideas.

When making, students use dramatic languages to devise, direct and perform drama works that suit purpose, context and audience.

When devising and directing drama, students organise and synthesise dramatic languages and production elements and technologies to make drama works that convey ideas.

When performing, they use skills of acting (performance skills, expressive skills) to interpret, manipulate and express ideas.

4. Evaluate drama works.

When responding, students appraise strengths, implications and limitations of their own work and the work of others. They make judgments and justify how ideas are communicated for purpose and contexts. Students select and use drama terminology and language conventions when producing written, spoken or signed evaluations.

Assessment

	Unit A	Unit B	Unit C	Unit D
Topic:	Collaboration	Community	Contemporary	Commentary
Assessment #1:	Project – Directorial	Project – Devising	Project – Directorial	Project - Devising
Assessment #2:	Performance	Performance	Performance	Performance

Prerequisite

Year 9 and Year 10 elective Drama would be beneficial.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS.

Music

General Subject - Elective

Music is a unique art form that utilises sound and silence for personal expression. It encompasses intellect, imagination and emotion. Students can specialise in Musicianship either in Composition (creating new works) or Performance (solo or ensemble). Musicology involves analysing music elements and concepts across diverse styles and genres, evaluating meaning and emotion. Music is embedded into our lives and plays a vital role in social, cultural, celebratory, political and educational contexts.

In an ever-changing world, music equips students with transferrable skills and flexible thinking. Literacy in music benefits both musicians and audiences, fostering engagement in a multi-modal society. Studying music teaches discipline, resilience, fosters personal growth and emotional intelligence and improves memory and academic outcomes.

Course 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

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs Through inquiry learning, the following is explored: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	Narratives Through inquiry learning, the following is explored: <ul style="list-style-type: none">• 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): <ul style="list-style-type: none">• Performance	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Composition	20%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination – extended response	25%

Prerequisite

It is preferable students will have completed one or two units in Year 9 and Year 10 Music or participated in Instrumental / Voice music to Grade 3 (AMEB) standard. Students who choose to study Music, will have a distinct advantage if studying an instrument or voice, in conjunction with the Senior Music Course.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS.

Visual Art

General Subject - Elective

Course Objectives

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

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

Students may have the opportunity to attend an incursion or excursion as an enrichment experience or linking to assessment.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens <ul style="list-style-type: none">• Concept: lenses to explore the material world• Contexts: personal and contemporary• Focus: people, place, objects	Art as code <ul style="list-style-type: none">• Concept: art as a coded visual language• Contexts: formal and cultural• Focus: codes, symbols, signs and art conventions	Art as knowledge <ul style="list-style-type: none">• Concept: constructing knowledge as artist and audience• Contexts: contemporary, personal, cultural, and/or formal• Focus: student-directed	Art as alternate <ul style="list-style-type: none">• 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): <ul style="list-style-type: none">• Investigation – inquiry phase 1	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project – inquiry phase 3	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Project – inquiry phase 2	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination – extended response	25%

Prerequisite

A C standard in English is recommended. Recommend one semester of Year 9 and Year 10 elective Visual Art.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS.

*Students may need to source their own materials at times for individualised projects.

Visual Arts in Practice

Applied Subject - Elective

In Visual Arts in Practice, students respond to real-world stimulus in an authentic way as artists or artisans as they create products or complete project-based assessment. They are exposed to various art-making modes (from 2D, 3D, digital and time-based). When making, students demonstrate knowledge and understanding to make individualised choices by selecting media to make experimental and resolved artworks. When responding students develop plans and designs for artworks. They problem-solve by testing ideas through media, techniques and processes, reflecting and evaluating on the success of their own and others' art-making.

This subject focusses on the connection to industry and how to be entrepreneurs developing their own practice. Students become aware of opportunities, career pathways and safe work practices.

Students may have the opportunity to attend an incursion or excursion as an enrichment experience or linking to assessment.

Career Links

- Advertising / Marketing
- Arts administration, curator in galleries and museums
- Design, Architecture, Interiors, Fashion
- Film and television, animation
- Health – Arts Therapy
- Make-up artistry
- Photography
- Styling and visual merchandising.

Syllabus Objectives

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

1. use visual arts practices
2. plan artworks
3. communicate ideas
4. evaluate artworks

Units & Assessment (*order of unit delivery is flexible)

	Unit A “Looking inwards (self)”	Unit B “Looking outwards (others)”	Unit C “Clients”	Unit D “Transform & extend”
Topic:	Identity	Global Issues	Design	Apprentice
Assessment #1: (*all projects include responding)	Project – Experimental folio	Project – Prototype	Project – Design Proposal	Project – Folio
Assessment #2:	Resolved artwork	Resolved artwork	Resolved artwork	Resolved artwork

Prerequisite

Prior elective Year 9 and Year 10 Visual Art desirable.

Students in Visual Arts in Practice will, at times, need to source their own materials for their artworks or projects.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS.

Vocational Education and Training

These subjects are competency based and are solely aimed at Certificate qualifications. Students will be awarded a Certificate on completion or awarded a statement of attainment for completed competencies, providing St Joseph's College has been supplied with the student's Unique Student Identifier (USI).

As the course is competency based there is no grade awarded during reporting or on the Senior Statement, but all competencies and the completion of the certificate are stated on the Senior Statement and contribute towards the Queensland Certificate of Education (QCE).

These courses are designed for students wanting Certificate qualifications and are interested in continuing with further studies or employment within these areas, either while at school or post Year 12.

Please note: VETiS funded by the VET investment budget is fee-free for students. The VET investment budget will only fund ONE employment stream qualification while the student is attending school. Students should choose carefully should they take up this option in Year 11 as a further fee-free qualification will not be available to them in Year 12.

For further information for all VET and course costs, certificates offered at the College and for information regarding external training organisations, please contact the Careers Team (careers@sjc.qld.edu.au).

Stand Alone VET Subjects

Senior VET Subject	Prerequisite
BSB50120 Diploma of Business – up to 8 QCE points	C in Year 10 English.
BSB30120 Certificate III in Business – up to 8 QCE points	C in Year 10 English.
SIS30321 Certificate III in Fitness + SIS20121 Certificate II in Sport and Recreation – up to 6 QCE points THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS.	C in Year 10 English and B standard in Year 10 HPE.
HLT23221 Certificate II in Health Support Services + HLT33115 Certificate III in Health Services Assistance – up to 6 QCE points THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS.	C in Year 10 English.
MEM20422 Certificate II in Engineering Pathways – up to 4 QCE points	No prerequisite but it is recommended to have completed at least one semester of Metal Technologies.
CPC20220 Certificate II in Construction Pathways – up to 4 QCE points THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS.	No prerequisite but it is recommended to have completed at least one semester of Wood Technologies.

Vocational Education and Training

Course Code: BSB50120
Course Name: **Diploma of Business**
RTO: Aurora Training Institute
RTO Code: 32237
Cost: \$2750
Approx. QCE Points: up to 8 (complementary)

Course Code: BSB30120
Course Name: **Certificate III in Business**
RTO: Binnacle Training
RTO Code: 31319
Cost: \$395
Approx. QCE Points: up to 8

Course Code: SIS30321 / SIS20121
Course Name: **Certificate III in Fitness + Certificate II in Sport and Recreation**
RTO: Binnacle Training
RTO Code: 31319
Cost: \$495 for Certificate III in Fitness, \$75 First Aid.
Approx. QCE Points: up to 6

Course Code: HLT23221 / HLT33115
Course Name: **Certificate II in Health Support Services + Certificate III in Health Services Assistance**
RTO: Mater Education
RTO Code: 5210
Cost: In 2027, students will be charged \$960 for the completion of Certificate III in Health Services Assistance.
Approx. QCE Points: up to 6

Course Code: MEM20422
Course Name: **Certificate II in Engineering Pathways**
RTO: Blue Dog Training
RTO Code: 31193
Cost Fee for Service: \$1200 + \$80 resources each year
Approx. QCE Points: up to 4

Course Code: CPC20220
Course Name: **Certificate II in Construction Pathways**
RTO: Blue Dog Training
RTO Code: 31193
Cost Fee for Service: \$1200 + \$80 resources each year
Approx. QCE Points: up to 4

Please Note:

Prices are accurate at the time of printing, subject to change without notice.
For further information on course costing, please see the Careers Team.

Diploma of Business

RTO: Aurora Training Institute, up to 8 QCE points (complementary course of study)



Fee For Service (For Schools)

BSB50120 Diploma of Business

Course Overview

Modern businesses are not just about boring paper jobs! Start your exciting career and use this qualification to gain broad knowledge and practical skills to use across a range of business environments.

Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills.

Mode of delivery and training arrangements

The BSB50120 Diploma of Business is delivered within 12 months.

Students can choose one of the following delivery options:

- **Classroom environment:** Weekly classroom sessions at our delivery locations; or
- **Online delivery:** Self-paced learning with one-on-one contact with a trainer.

AT A GLANCE



Duration: 12 Months



Classroom or
Online Delivery



Pricing*



Gold Coast
Toowoomba
Townsville

Employability Skills

- Communication & interpersonal skills
- Health, safety & sustainability awareness
- Critical thinking & problem-solving



NATIONALLY RECOGNISED
TRAINING

For more information
scan here





Course Requirements

To achieve a BSB50120 Diploma of Business, 12 units must be completed including 5 core units and 7 set elective units.

Core	
BSBXC501	Lead communication in the workplace
BSBCRT511	Develop critical thinking in others
BSBFIN501	Manage budgets and financial plans
BSBOPS501	Manage business resources
BSBSUS511	Develop workplace policies and procedures for sustainability

Prescribed Electives	
BSBHRM525	Manage recruitment and onboarding
BSBTWK503	Manage meetings
BSBPMG430	Undertake project work

General	
BSBPEF501	Manage personal and professional development
BSBWHS521	Ensure a safe workplace for a work area
BSBLDR522	Manage people performance
BSBMKG541	Identify and evaluate marketing opportunities

OR

Digital Transformation	
BSBTEC404	Use digital technologies to collaborate in a work environment
BSBTEC501	Develop and implement an e-commerce strategy
BSBTEC403	Apply digital solutions to work processes
BSBDAT501	Analyse data

OR

Leadership	
BSBPEF501	Manage personal and professional development
BSBLDR522	Manage people performance
BSBLDR523	Lead and manage effective workplace relationships
BSBTWK502	Manage team effectiveness

*Pricing Options			
Full Face-to-Face Delivery			
Course Price	Option 1	Option 2	Option 3
\$2750	Two payments of \$1375 for each 6-month period	300 deposit + 10 x fortnightly payments of \$245.00	\$300 deposit + 25 x fortnightly payments of \$98.00
Blended Delivery			
Course Price	Option 1	Option 2	Option 3
\$2200	Two payments of \$1100 for each 6-month period	\$300 deposit + 10 x fortnightly payments of \$190.00	\$300 deposit + 25x fortnightly payments of \$76.00
External Delivery			
Course Price	Option 1	Option 2	Option 3
\$2000	Two payments of \$1000 for each 6-month period	\$300 deposit + 10 x fortnightly payments of \$170.00	\$300 deposit + 25 x fortnightly payments of \$68.00

For more information about how and when fees are charged and collected, available student support services and assessment methods, please refer to the Student Handbook which is available on our website.

<https://aurora.edu.au/wp-content/uploads/2025/08/QLD-ATI-Student-Handbook-V4.pdf>



Certificate III in Business

CERTIFICATE III IN BUSINESS (BSB30120)

DELIVERED IN CONJUNCTION WITH BINNACLE TRAINING (RTO 31319)

Why study this course?

This qualification reflects the role of individuals in a variety of Business Services job roles. The program will be delivered through class-based tasks as well as both simulated and real business environments at the school - involving the delivery of a range of projects and services within the school community. This program also includes student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project - Binnacle Boss. An excellent work readiness program where students develop a range of essential workplace skills.

Students will acquire skills in:

- Leadership, innovation and creative thinking
- Customer service and teamwork
- Inclusivity and effective communication
- WHS and sustainability
- Financial literacy
- Business documentation

Pathway options may include:

- Pathway to Certificate IV or Diploma in Business, or University Degree pathway

What will students achieve?

- BSB30120 Certificate III in Business (8 QCE credits max)
- Successful completion of the Certificate III in Business may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

Units of Competency

Code	Title	Code	Title
BSBPEF201	Support personal wellbeing in the workplace	BSBXTW301	Work in a team
BSBPEF301	Organise personal work priorities	BSBCRT311	Apply critical thinking skills in a team environment
FNSFLT311	Develop and apply knowledge of personal finances	BSBTEC301	Design and produce business documents
BSBWHS311	Assist with maintaining workplace safety	BSBWRT311	Write simple documents
BSBSUS211	Participate in sustainable work practices	BSBTEC201	Use business software applications
BSBXCM301	Engage in workplace communication	BSBTEC203	Research using the internet
BSBTWK301	Use inclusive work practices		
Optional additional units of competency			
BSBCMM411	Make presentations*	BSBPEF402	Develop personal work priorities*

CERTIFICATE III IN BUSINESS (BSB30120)

DELIVERED IN CONJUNCTION WITH BINNACLE TRAINING (RTO 31319)

How will the students be assessed?

Program delivery will combine both class-based tasks and practical components in a real or simulated Business environment at the school. This involves the delivery of a range of projects and services within their school community. A range of teaching/learning strategies will be used to deliver the competencies. These include:

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

Fees

\$395.00 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 Fitness + Certificate II in Sport and Recreation

CERTIFICATE III IN FITNESS (SIS30321) + OPTIONAL CERTIFICATE II IN SPORT AND RECREATION (SIS20122)

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: SIS20122 Certificate II in Sport and Recreation
- 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
HLTWHS001	Participate in workplace health and safety	SISFFIT035	Plan group exercise sessions
BSBPEF301	Organise personal work priorities	SISFFIT036	Instruct group exercise sessions
SISXIND011	Maintain sport, fitness and recreation industry knowledge	SISFFIT032	Complete pre-exercise screening and service orientation
BSBOPS304	Deliver and monitor a service to customers	SISFFIT033	Complete client fitness assessments
BSBSUS211	Participate in sustainable work practices	SISFFIT052	Provide healthy eating information
BSBPEF202	Plan and apply time management*	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISSPAR009	Participate in conditioning for sport*	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISXCCS004	Provide quality service	HLTAID011	Provide First Aid
SISXEMR003	Respond to emergency situations	SISXFAC006	Maintain activity equipment*
SISOFLD001	Assist in conducting recreation sessions*		

* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)

CERTIFICATE III IN FITNESS (SIS30321) + OPTIONAL CERTIFICATE II IN SPORT AND RECREATION (SIS20122)

DELIVERED IN CONJUNCTION WITH BINNACLE TRAINING (RTO 31319)

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 II in Health Support Services + Certificate III in Health Services Assistance



Vocational Education and Training (VET) Program Overview for Schools

Registered Training Organisation (RTO): Mater Education (RTO 5210)
Email: schools@mater.org.au Telephone: 07 3163 1500
Website: <https://www.matereducation.qld.edu.au/>

HLT23221 Certificate II in Health Support Services

Description and Application

The qualification HLT23221 provides students with an introduction to the health care sector.

Mater Education's Vocational Education and Training in Schools (VETiS) funded program provides students the opportunity to study on-site at Mater or at various Health Hubs where they can learn about a range of roles in this dynamic industry and gain real-world experience learning alongside qualified healthcare professionals.

The program has been designed by our expert team of educators, giving students knowledge and skills in some key foundation areas such as medical terminology, transportation of patients, making beds, and communication. **Over six months (two school terms)** the program sees students complete a HLT23221 Certificate II in Health Support Services, with the option for them to then obtain a fee for service HLT33115 Certificate III in Health Services Assistance via a **ten week (one term)** program—setting them up to launch their healthcare careers straight after completing Year 12.

Eligibility - Cost

VET in Schools (VETiS) 2026 is funded by the Queensland Government through the Department of Trade, Employment and Training (DTET). VETiS 2026 supports secondary school students in Year 10, 11, 12 to undertake VET qualifications funded by DTET while at school. This training can be undertaken as part of their school studies through a General Training Pathway.

The HLT23221 Certificate II in Health Support Services is listed on the Queensland Subsidised Training List (QSTL) for VETiS funded delivery by approved Skills Assure Suppliers under VET in Schools.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in VETiS 2026 program, students must:

- Be first enrolled under the VET in Schools 2026 program on or after 1 January 2026
- be currently enrolled in a Queensland secondary school
- be enrolled in school in Year 10, 11 or 12
- not be an international secondary school exchange student in Queensland
- not be enrolled in a Qualification funded by the Department including a school-based apprenticeship or traineeship
- 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 have previously completed a Qualification funded by the Department under VETiS or a similar program by whatever name
- have a genuine interest in pursuing a post-school vocational occupation

Where a student is not eligible for VETiS funding, fee for service arrangements are available.

Please refer to the Mater Education for further information.

<https://www.matereducation.qld.edu.au/career-entry-qualifications/vet>

Training and Assessment Delivery

Mater Education Schools program is delivered by qualified trainers and assessors and can be delivered at the student's school (conditions apply) Class attendance is one day per week over two (2) Terms.

Secondary schools enrol students with Mater Education who is responsible for all training and assessment and the issuance of qualifications or statement of attainments.

Course delivery comprises of online, face to face classroom-based and simulated training.

Mater Education reports back to the school on a regular basis on student's progress throughout the duration of the course.

Certificate II qualification consists of 12 units

Core

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

Elective

CHCCCS020	Respond effectively to behaviours of concern
CHCCCS026	Transport individuals
CHCCCS010	Maintain a high standard of service
CHCCCS012	Prepare and maintain beds
HLTHSS009	Perform general cleaning tasks in a clinical setting
BSBOPS203	Deliver a service to customers
BSBPEF202	Plan and apply time management
HLTWHS005	Conduct manual tasks safely

NOTE: Elective units are subject to change to ensure alignment to current industry practices.

More information about this qualification is available at:

[training.gov.au - HLT23221 - Certificate II in Health Support Services](https://training.gov.au/units/HLT23221)

HLT33115 Certificate III in Health Services Assistance

After completion of the Certificate II course, students can continue studying the Certificate III Health Services Assistance Program

Description and Application

Transitioning to the Certificate III program following successful completion of the Certificate II program shortens the duration of a course by reducing the number of units needed to complete a further qualification. This is called Credit Transfer.

Mater Education's Certificate III in Health Services Assistance course for school students will provide the knowledge and skills needed to work in a range of assistant-style roles—from jobs as a patient care attendant or an assistant in nursing, through to orderly and wards person positions.

Delivered over ten-weeks (one term)—

Key areas of learning and skills development include:

- interpreting and applying medical terminology
- anatomy and physiology
- working in health and community services
- team effectiveness
- organisational skills.

Graduates of the course will be able to work confidently in the following roles:

- assistant in nursing
- patient care attendant
- personal carer
- orderly
- wards person.

Eligibility – Cost

Certificate III Health Services Assistance Schools Program fee is \$960 for 2027 (Delivery of up to 8 units after credit transfers have been applied) invoiced to the student's base school who will organise with parents/guardians to pay the fee. Payment plans are available.

Please refer to the Mater Education for further information.

<https://www.matereducation.qld.edu.au/career-entry-qualifications/vet>

Certificate III qualification consists of 15 units

Core (3 units delivery)

CHCCOM005	Communicate and work effectively in community and health	Credit transfer
CHCDIV001	Work with diverse people	Credit transfer
HLTINF006	Apply basic principles and practices of infection prevention and control	Credit transfer
HLTWHS001	Participate in workplace health and safety	Credit transfer
BSBMED301	Interpret and apply medical terminology appropriately	To be Delivered
BSBWOR301	Organise personal work priorities and development	To be Delivered
HLTAAP001	Recognise healthy body systems	To be Delivered

Elective (5 units delivery from Term 1 2027)

HLTAID009	Provide cardiopulmonary resuscitation	To be Delivered
HLTAID011	Provide first aid	To be Delivered
HLTWHS006	Manage personal stressors in the work environment (Import)	To be Delivered
CHCCCS020	Respond effectively to behaviours of concern	Credit transfer
CHCCCS026	Transport individuals	Credit transfer
CHCCCS012	Prepare and maintain beds	Credit transfer
CHCCCS002	Assist with movement	To be Delivered
BSBFLM312	Contribute to team effectiveness	To be Delivered

NOTE: Elective units are subject to change to ensure alignment to current industry practices.

More information about this qualification is available at:

[training.gov.au - HLT33115 - Certificate III in Health Services Assistance](https://training.gov.au/units/HLT33115)

Affirmation

This governance document is consistent with [Mater's Mission](#).
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Certificate II in Engineering Pathways

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/hand held 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 II in Construction Pathways

CPC20220 Certificate II in Construction 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 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 WHSQ Construction Induction ('White Card').
- More information about this qualification is available at: <https://training.gov.au/Training/Details/CPC20220>

Externally Delivered University Subjects

Head Start

University of Southern Queensland

UniSQ Head Start is an academic extension program for high-achieving Year 10, 11 or 12 students. The program allows students to get a taste of what university is really like by studying one university subject a semester while working towards their QCE. Upon successful completion of a Head Start Course, students will bank 2 QCE points and gain university credit.

To be eligible, students must have a 'B' average report card and discuss their application with the Career Development Practitioner.

Why study Head Start

Your first Head Start course is free

Additional courses are discounted if you want to get further ahead.

Credits towards a related UniSQ degree

Gain credits for the courses you pass and you'll have fewer courses to study when you start your degree.

Entry into UniSQ degree

Complete a course and gain entry into a related UniSQ degree! Remember, you'll also need to meet the degree prerequisites.

A taste of uni

Prepare yourself for university by getting a feel for on-campus or online study, developing uni-level study skills and discovering more about your potential degree.

QCE points

Receive two credit points towards your Queensland Certificate of Education (QCE) for each course successfully completed.

Choose how you study

It is your decision how to structure your Head Start studies – while still fulfilling your school commitments.



University of
**Southern
Queensland**

Proposed Schedule of Levies 2027

The table below indicates the costs of levies proposed for 2027. This table should be used as a guide only. At the end of 2026, each family will be given a schedule of fees for subject levies once final costings have been determined for 2027.

Subject / Certificate Course	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Biology						\$650
Design			\$53	\$74	\$74	\$74
Design Technology – Food			\$165	\$165		
Design Technology – Metal			\$110	\$110		
Design Technology – Textiles			\$110	\$110		
Design Technology – Wood			\$121	\$132		
Drama			\$53	\$53	\$165	
Drama in Practice					\$165	\$165
English	\$37	\$37	\$37			
Fashion					\$85	\$85
French			\$70	\$70	\$70	\$70
Furnishing Skills					\$297	\$418
Hospitality Practices					\$210	\$210
Information & Communication Technology					\$50	\$50
Japanese			\$70	\$70	\$70	\$70
Legal Studies					\$42	
Music			\$55	\$55	\$165	\$165
Physical Education					\$52.50	\$52.50
Tourism					\$165	\$165
Visual Art			\$60	\$55	\$165	\$165
Visual Arts in Practice					\$110	\$110
Diploma of Business					\$2750	
Certificate III in Business					\$395	
Certificate III in Fitness + Certificate II in Sport and Recreation + First Aid					\$495 +\$75	
Certificate II in Health Support Services + Certificate III in Health Services Assistance					\$960	
Certificate II in Engineering Pathways					\$1200 + \$80	\$85
Certificate II in Construction Pathways					\$1200 +\$80	\$85
Camp or Retreat or Work Experience	\$470	\$540		\$25	\$355	\$445
First Aid & CPR Certificate				\$95		