COLUMBA CATHOLIC COLLEGE
CHARTERS TOWERS

Shine at Columba

YEAR 11 & 12
CURRICULUM HANDBOOK
2023

CONTENTS

Mission Statement 1

From the Principal 2

Choosing Senior Subjects 3
Senior Education and Training Plan 3
Plan your Pathway 4
Pathway to Successful Subject Selections 5

Senior Education Profile 7
Senior Statement 7
Queensland Certificate of Individual Achievement (QCIA) 7
Queensland Certificate of Education (QCE) 7

Senior Subjects 9
Underpinning factors 9
Vocational Education and Training (VET) 10
Australian Tertiary Admission Rank (ATAR) eligibility 10

Applied & Applied (Essential) Syllabuses 11
Course Overview 11
Assessment 11

General Syllabuses 13
Course Overview 13
Assessment 13

Short Course Syllabuses 15
Course Overview 15
Assessment 15

Subjects at Columba Catholic College in 2023-2024 16
English 17
Health and Physical Education 23
Humanities 27
Mathematics 37
Science 44
Technologies 52
The Arts 60

Vocational Education and Training 69
Vocational Education & Training (VET) Qualification Courses 69
School Based Apprenticeships and Traineeships 69
Some Facts About School Based Apprenticeships or Traineeships (SAT) 70
External Vocational Education And Training (Vet) Studies 71
Certificate II in Active Volunteering 72
Certificate III in School Based Education Support 74
Certificate III in Early Childhood Education and Care 76
Dalrymple Trade Training Centre 78
TAFE at School 2023 Courses 79

Staff Contact List 80

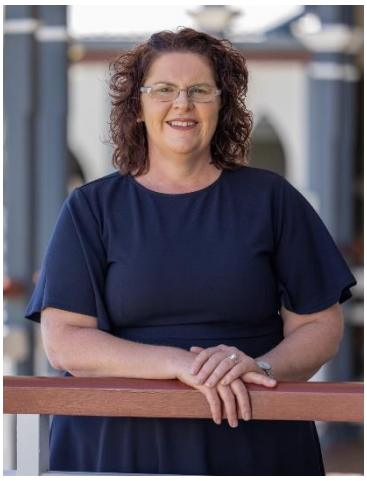
COLUMBA CATHOLIC COLLEGE
CHARTERS TOWERS

Shine at Columba

MISSION STATEMENT

Columba Catholic College inspires day and boarding students, in a climate of Courage, Commitment and Compassion, to grow in faith, purpose and knowledge. Founded on Catholic traditions, the College community encourages students to use their gifts and talents to pursue excellence and to be a 'Light to the World.'

FROM THE PRINCIPAL



Congratulations on reaching your final years of senior schooling. Your decision to enter the senior years is an exciting time for you as you consider future pathways available and select the subjects that you will study in Years 11 and 12, so as to transition from schooling into the workplace or further education.

The Queensland Curriculum and Assessment Authority (QCAA) oversees students achieving the Queensland Certificate of Education (QCE) through students studying General and Applied syllabuses. In Year 12, students complete external assessments. The external assessments will generally be weighted with a 25% contribution to the final mark. Mathematics and Science both have a 50% contribution.

To gain University entry, an Australian Tertiary Admissions Rank (ATAR) is used to rank students. ATAR is calculated and issued by the Queensland Tertiary Admissions Centre (QTAC). The Queensland Tertiary Admissions Centre (QTAC) will apply inter-subject scaling to differentiate against the relative complexity of the different subjects on offer, as a part of the ATAR calculation.

This Curriculum Handbook provides you and your parents / caregivers with important information to plan your senior education pathway and make informed subject choices. Contained in the Year 11 and 12 Curriculum Handbook are the Queensland Curriculum and Assessment Authority (QCAA) subjects and VET certificates available at Columba Catholic College for Year 11 students in 2023. Please note that subjects and courses will only run where there is sufficient student interest, numbers and demand as well as available teaching staff to facilitate the class. The final decision is at the discretion of the College.

Students at Columba Catholic College study 6 subjects. Compulsory subjects within the Senior Phase of Learning are:

- a Religious Education subject
- an English subject
- a Mathematics subject.

You then choose three elective subjects. For information about each subject please refer to the subject guide outlines contained in this Handbook.

Students who succeed set goals for themselves, choose subjects wisely and work hard to achieve their set goals. At this stage you must focus on your selection of subjects, listen carefully to your parents and teachers, look to your recent school reports and check with the careers counsellor and universities about the subjects that will best support your goals at this point. Then, with those decisions finalised, you must commit to making it all happen through determination and perseverance. You will need to consistently apply yourself to your studies so that you can provide yourself with the best possible opportunity to achieve your goals.

Staff at Columba Catholic College are looking forward to working in consultation with students and parents / caregivers to make informed subject choices.

Further information regarding all senior subjects can be obtained from the Queensland Curriculum and Assessment Authority's website: www.qcaa.qld.edu.au.

Many blessings,

Melissa Turner
PRINCIPAL

COURAGE | COMMITMENT | COMPASSION

Choosing Senior Subjects

Choosing your senior subjects is important because it may affect your:

- options at the end of Year 12 (jobs and/or further study and training)
- success at school
- feelings about school.

Students should choose subjects that:

- they enjoy
- they are good at
- are prerequisites for future study or will assist them in the pathways of their choice.

(https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/senior-pathway-planning, accessed on 7/06/19)

Please note it is a good idea to keep your options open by taking into consideration the prerequisite subjects required to complete a tertiary course. However, if you choose subjects that you find too difficult, or that are not suited to you, this may impact your results. If a university course has a subject as a prerequisite that you find too difficult at school, you should consider how you will achieve what is required by that course at university level.

It is also a good idea to have a subject selection that gives you a balance between:

- theoretical and practical subjects
- subjects with many assignments and those that are mainly exam-based
- compulsory subjects, and those you choose primarily because you enjoy them.

Be aware of the following 'do nots':

- Do not be influenced by suggestions that you should, or should not, choose a particular subject because a friend/brother/sister either liked or disliked it when they studied it.
- Do not select a subject because you think a certain teacher may, or may not, be teaching that subject next year.

Senior Education and Training Plan (SET Plan)

Year 10 students are required to develop a Senior Education and Training Plan (SET Plan). The SET Plan is a confidential document, developed in consultation with students, parents or caregivers and the College. A student's SET Plan will assist the student to:

- think about their education, training and career goals after Year 12
- structure their learning in Years 11 and 12 around their abilities, interests and ambitions
- decide which learning options they should choose to achieve their learning, further education and training, and career goals.

(https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/about-the-qce and https://www.qcaa.qld.edu.au/downloads/multimedia/snr_senior_pathways_planning_video.mp4 accessed on 22/03/2021)

The SET Plan will be revisited during Year 11 and 12 and adjustments made where necessary.

Plan your pathway

For students completing Year 12 from 2020

1 Think about your abilities, interests and ambitions

Whatever you want to do when you leave school, you can choose from a wide range of senior secondary learning options to help you get there. Consider the subjects you're good at and you enjoy.

What do you want to do?
I plan to do further study
I'd like to learn a trade
I want to find a job

What learning options will get you there?

- ☐ QCAA General subjects
- ☐ QCAA Applied subjects
- ☐ QCAA Short Courses
- ☐ vocational education and training (VET) courses
- ☐ school-based apprenticeships and traineeships
- ☐ university subjects completed while at school
- ☐ workplace learning
- ☐ recognised certificates and awards

2 Check what you need for your QCE

To receive a Queensland Certificate of Education (QCE), you must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. You can choose from the learning options above.

3 Check tertiary entrance requirements and VET qualifications you may need

Tertiary entrance

To get into many tertiary courses, you'll need an Australian Tertiary Admission Rank (ATAR). To be eligible, you have to:

- satisfactorily complete an English subject
- complete 5 General subjects, or 4 General subjects + 1 Applied subject or VET course at Certificate III or above.

Some university courses also have other prerequisites.

VET

VET courses develop your skills and get you ready for work. When you study VET, you can leave school with:

- a statement of attainment (when you complete one or more units)
- qualification/s and a record of results (when you meet all the requirements).

4 Develop your plan

- Talk with your school about available courses, then explore your options and find your pathway at www.qcaa.qld.edu.au/senior/new-snr-assessment-te.
- Check the QTAC website for eligibility requirements.

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

For all Queensland schools

Source: https://www.qcaa.qld.edu.au/downloads/senior/qce_pathways_poster_plan_your_pathway.pdf

Pathway to Successful Subject Selections

STEP ONE

Year 10 students will participate in:

- Charters Towers Careers Expo at the Dalrymple Trade Training Centre
- Parent and Student Subject Information evening
- Student subject talks

STEP TWO

Year 10 students and families:

- Complete a SET Plan
- Will be invited to attend an interview about their SET Plan and subject selections
- Select subjects

STEP THREE

Confirm subject choices:

- Students are informed of their subject selections
- Negotiations are performed where necessary if there are subject clashes or class numbers are too small
- Families reflect on selections and further counselling is available if required

Columba Catholic College Careers Website

The Columba Catholic College Careers Website provides all the latest information that will help students make decisions about their future career and life beyond school.

Students can use the careers site to locate University, TAFE and any other types of course across Australia, get information about the QCE, search for job vacancies and much more.

The Columba Catholic Careers website is available via https://www.columbacareers.com/

Students will follow the following procedure to make their subject selections.

1. Students will make their subject selection through Edval Web Daily. Students will be emailed directions about how to select their subjects online and will receive an **individual student web code.**
2. Students then go online to edval, enter their Web Code and make their subject selections. Please note this is the only method through which subject selection preferences will be received.

Once students have made their initial selections, SET Plan meetings will be held to confirm/change subject selections and then 2023 timetables will be prepared.

Staffing and resource constraints sometimes oblige us to cancel those subjects/courses which are not sufficiently supported by student selection. If this occurs, affected students will be asked to reselect from those subjects that have been confirmed as being offered.

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

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

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

Senior Statement

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

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

Queensland Certificate of 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.

Entrance to a QCIA program of study is via the advice of the Program Leader Inclusive Education and made in consultation with parents.

Queensland Certificate of Education (QCE)

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

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

QCE requirements

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

Set amount

20 credits from contributing courses of study, including:

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

Set pattern

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

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

Set standard

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

Literacy & numeracy

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

Students who successfully meet the required standards of learning in their studies at Columba Catholic College will be eligible to receive a QCE at the completion of Year 12.

Students must achieve a minimum of 20 credits to be awarded a QCE.

Set pattern

Within the set pattern requirement, there are three 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 accrue from a combination of Core, Preparatory or Complementary courses of study.

Core: At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

Preparatory: A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses • QCAA Short Course in Literacy • QCAA Short Course in Numeracy	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 • 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

Senior Subjects

The QCAA develops five types of senior subject syllabuses — Applied, General, General (Extension), General (Senior External Examination) and Short Course. Results in Applied and General subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

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

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at www.qcaa.qld.edu.au/senior/senior-subjects and, for Senior External Examinations, www.qcaa.qld.edu.au/senior/see

Three types of syllabuses are delivered at Columba Catholic College:

Applied and Applied (Essential) 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.

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.

Short Course syllabuses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

For more information about the ACSF see www.education.gov.au/australian-core-skills-framework.

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.

Applied and Applied (Essential) syllabuses

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

General syllabuses and Short Course syllabuses

In addition to literacy and numeracy, General syllabuses and Short Course 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.

Vocational education and training (VET)

Students can access VET programs through the school if it:

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

Australian Tertiary Admission Rank (ATAR) eligibility

The Australian Tertiary Admission Rank (ATAR) has been the standard pathway to tertiary study for Queensland Year 12 students since 2020.

The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05.

ATARs below 30 will be reported as '30.00 or less'.

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

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

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

English requirement

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

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

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

Applied and Applied (Essential) Syllabuses

Course Overview

Applied and Applied (Essential) syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

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

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

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

Essential English and Essential Mathematics — Common internal assessment

For the two Applied (Essential) syllabuses, 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 of these subjects and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.

Summative internal assessment — instrument-specific standards

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

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

General Syllabuses

Course Overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

Students should complete Units 1 and 2 before starting Units 3 and 4.

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

Assessment

Units 1 and 2 assessments

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

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least *two* but no more than *four* assessments for Units 1 and 2. At least *one* assessment must be completed for *each* unit.

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

Units 3 and 4 assessments

Students complete a total of *four* summative assessments — three internal and one external — that count towards the overall subject result in each General subject.

Schools develop *three* internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

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

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

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

Short Course Syllabuses

Course overview

Short Courses are one-unit courses of study. A Short Course syllabus includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Short Courses are available in:

- Aboriginal & Torres Strait Islander Languages
- Career Education
- Literacy
- Numeracy.

Assessment

Short Course syllabuses use two summative school-developed assessments to determine a student's exit result. Schools develop these assessments based on the learning described in the syllabus. Short Courses do not use external assessment.

Short Course syllabuses provide instrument-specific standards for the two summative internal assessments. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

Subjects at Columba Catholic College in 2023-2024

English

Applied

- Essential English

General

- English

Short Course

- Literacy

Health and Physical Education

Applied

- Sport & Recreation

General

- Physical Education

Humanities

Applied

- Religion & Ethics

General

- Ancient History
- Business
- Economics
- Study of Religion

Mathematics

Applied

- Essential Mathematics

General

- General Mathematics
- Mathematical Methods

Short Course

- Numeracy

Science

Applied

- Agricultural Practices

General

- Biology
- Chemistry
- Physics

Technologies

Applied

- Building & Construction Skills
- Furnishing Skills
- Hospitality Practices
- Information & Communication Technology

The Arts

Applied

- Drama in Practice
- Music in Practice
- Visual Arts in Practice

General

- Visual Art

Vocational Education and Training

Possible Dalrymple Trade Training Centre (TAFE) Options in 2023:

- Certificate II in Automotive Vocational Preparation AUR20720
- Certificate II in Engineering Pathways MEM20413
- Certificate II in Health Support Services HLT23215
- Certificate II in Kitchen Operations SIT20416
- Certificate II in Resources and Infrastructure Work Preparation RII20120

Possible Townsville Catholic Education options in 2023:

- Certificate III in School Based Education Support
- Certificate III in Early Childhood Education & Care

** Information is correct at time of publication, but subject to change.*

ENGLISH SUBJECTS

Essential English

Applied senior subject

Applied

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

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Extended response — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA) — short response examination	Summative internal assessment (IA4): • Extended response — Written response

English

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

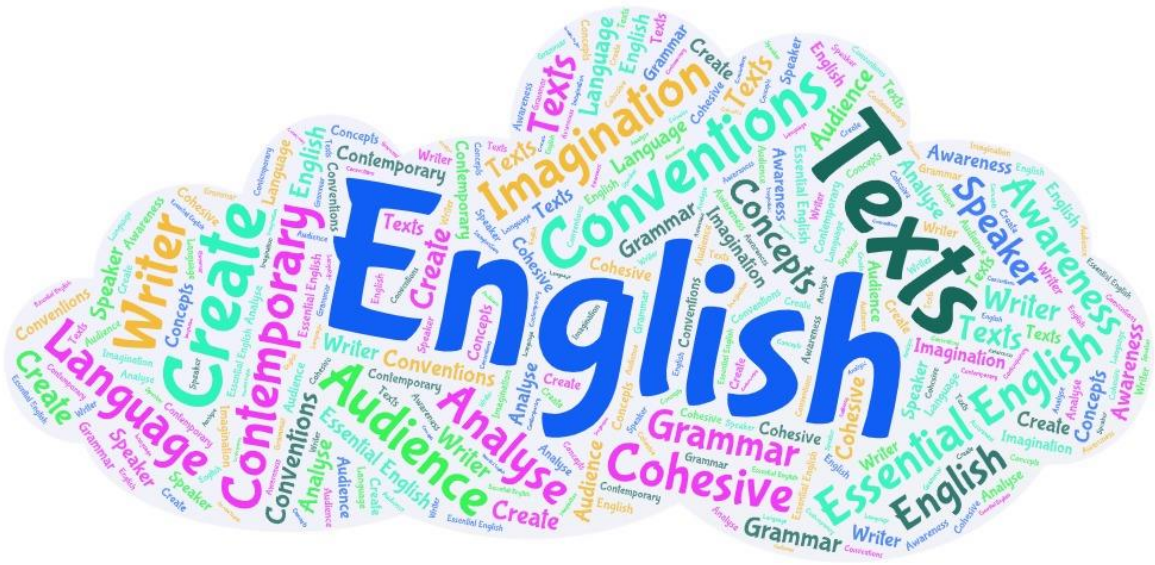
Assessment

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): • Extended response — written response for a public audience	25%	Summative internal assessment 3 (IA3): • Examination — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — persuasive spoken response	25%	Summative external assessment (EA): • Examination — analytical written response	25%



Literacy

Short Course

Short Course

Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Literacy is integral to a person's ability to function effectively in society. It involves the integration of speaking, listening and critical thinking with reading and writing.

Students learn strategies to develop and monitor their own learning, select and apply reading and oral strategies to comprehend and make meaning in texts, demonstrate the relationships between ideas and information in texts, evaluate and communicate ideas and information, and learn and use textual features and conventions.

Students identify and develop a set of knowledge, skills and strategies needed to shape language according to purpose, audience and context. They select and apply strategies to comprehend and make meaning in a range of texts and text types, and communicate ideas and information in a variety of modes. Students understand and use textual features and conventions, and demonstrate the relationship between ideas and information in written, oral, visual and multimodal texts.

Pathways

A course of study in Literacy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the literacy used by various professional and industry groups.

Objectives

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

- evaluate and integrate information and ideas to construct meaning from texts and text types
- select and apply reading strategies that are appropriate to purpose and text type
- communicate relationships between ideas and information in a style appropriate to audience and purpose
- select vocabulary, grammatical structures and conventions that are appropriate to the text
- select and use appropriate strategies to establish and maintain spoken communication
- derive meaning from a range of oral texts
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

Structure and assessment

Schools develop *two* assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts: • an extended response — written (Internal assessment 1A) • a student learning journal (Internal assessment 1B).	One assessment consisting of two parts: • an extended response — short response (Internal assessment 2A) • a reading comprehension task (Internal assessment 2B).

HEALTH AND PHYSICAL EDUCATION SUBJECTS

Physical Education

General senior subject

General

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

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

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

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

Pathways

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

Objectives

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

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

Structure

AS Unit 1	AS Unit 2	AS Unit 3	AS Unit 4
Sport psychology, equity and physical activity • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers	**Motor learning, functional anatomy, biomechanics and physical activity** • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity	**Tactical awareness, ethics and integrity and physical activity** • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity	**Energy, fitness and training and physical activity** • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity • Ethics and integrity

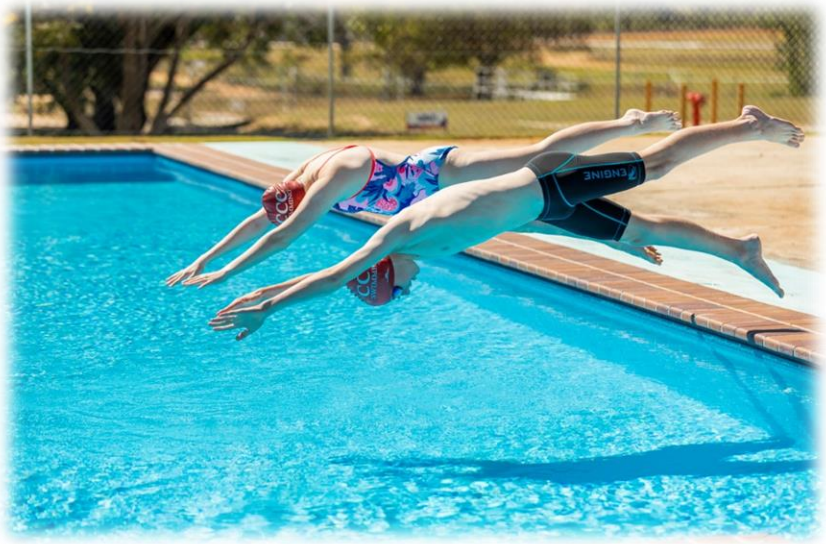
Assessment (Alternative Sequence)

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

In AS 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

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



Sport & Recreation

Applied senior subject

Applied

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Pathways

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

Objectives

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

Structure

The Sport & Recreation course is designed around core and elective topics.

Core topics	Elective topics
• Sport and recreation in the community • Sport, recreation and healthy living • Health and safety in sport and recreation activities • Personal and interpersonal skills in sport and recreation activities	• Active play and minor games • Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement activities

Assessment

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

- one project (annotated records of the performance is also required)
- one investigation, extended response or examination.

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: 2–4 minutes.*	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 2–4 minutes*	• 60–90 minutes • 50–250 words per item

* Evidence must include annotated records that clearly identify the application of standards to performance.

HUMANITIES SUBJECTS

Religion & Ethics

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Core topics	Elective topics	
• Who am I? the personal perspective • Who are we? the relational perspective • Is there more than this? the spiritual perspective	• The Australian scene • Ethics and morality • Heroes and role models • Sacred Stories	• Peace and conflict • World Religions • Social justice • Spirituality

Assessment

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

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

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 60–90 minutes • 50–250 words per item on the test

NOTE:

- Students complete Units 1 and 2 of Religion and Ethics in Year 10, and complete Units 3 and 4 in Year 11, therefore completing the subject in full at the end of Year 11.
- Satisfactory completion of Religion and Ethics contributes 4 credits towards the QCE.
- In Year 12, students will study the Certificate II in Active Volunteering.

Ancient History

General senior subject

General

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Pathways

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

Objectives

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse 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.

Structure

AS Unit 1	AS Unit 2	AS Unit 3	AS Unit 4
Investigating the ancient world • Digging up the past • Ancient societies — The family	**Personalities in their times** • Hatshepsut • Perikles	**Reconstructing the ancient world** • The Bronze Age Aegean • The Medieval Crusades	**People, power and authority** • Ancient Rome — Civil War and the breakdown of the Republic QCAA will nominate one topic that will be the basis for an external examination from: • Augustus

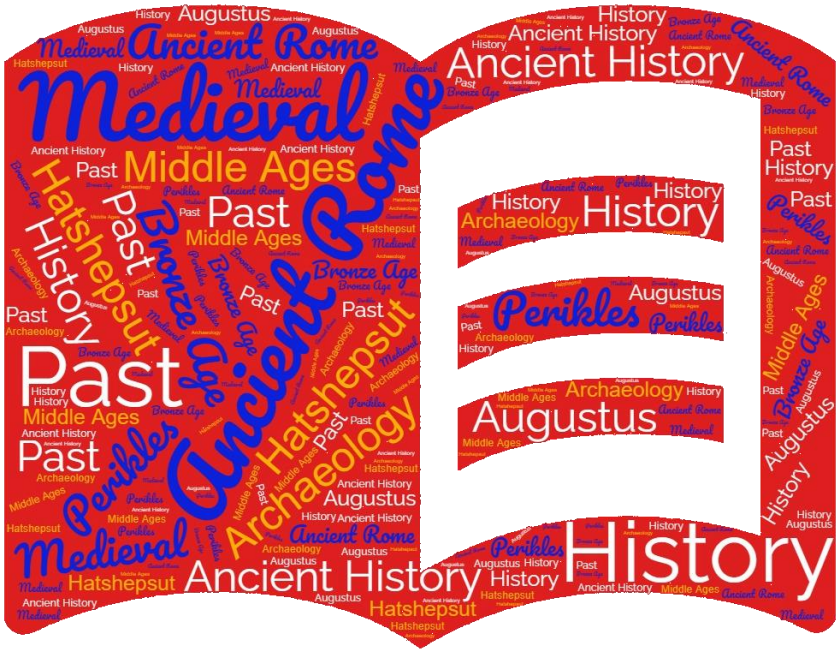
Assessment

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

In AS 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

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



Business

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Economics

General senior subject

General

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

Objectives

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

- comprehend economic concepts, principles and models
- select data and economic information from sources
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models • The basic economic problem • Economic flows • Market forces	**Modified markets** • Markets and efficiency • Case options of market measures and strategies	**International economics** • The global economy • International economic issues	**Contemporary macroeconomics** • Macroeconomic objectives and theory • Economic management

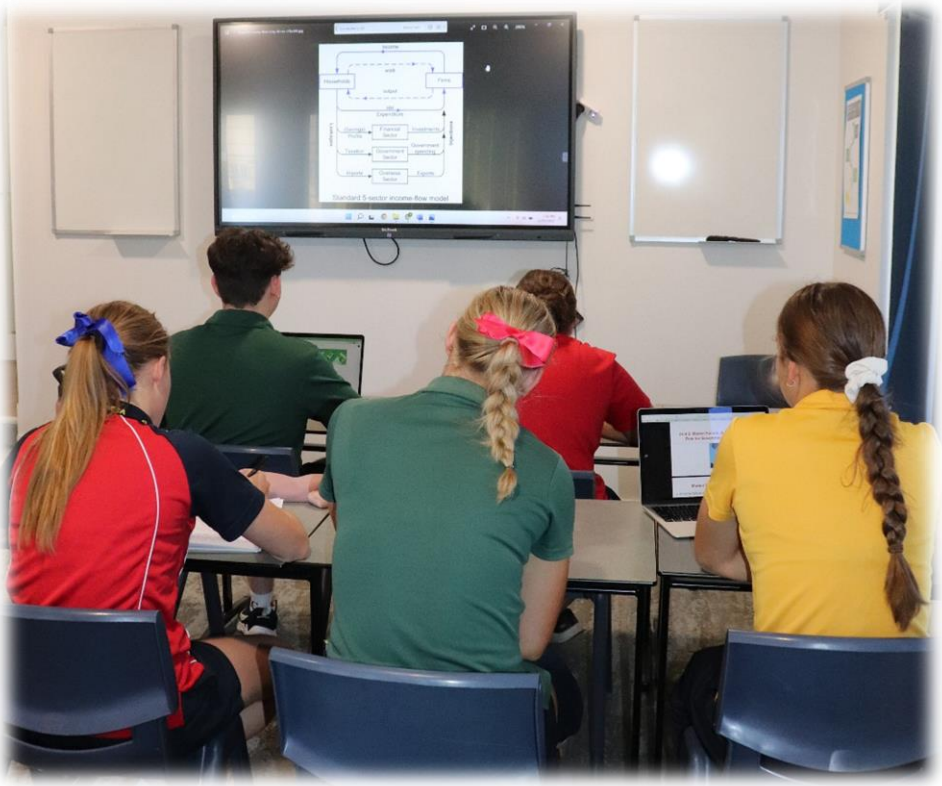
Assessment

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): • Examination — extended response to stimulus	25%
Summative internal assessment 2 (IA2): • Investigation — research report	25%	Summative external assessment (EA): • Examination — combination response	25%



Study of Religion

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Sacred texts and religious writings • Sacred texts • Abrahamic traditions	**Religion and ritual** • Lifecycle rituals • Calendrical rituals	**Religious ethics** • Social ethics • Ethical relationships	**Religion, rights and the nation-state** • Religion and the nation–state • Religion and human rights

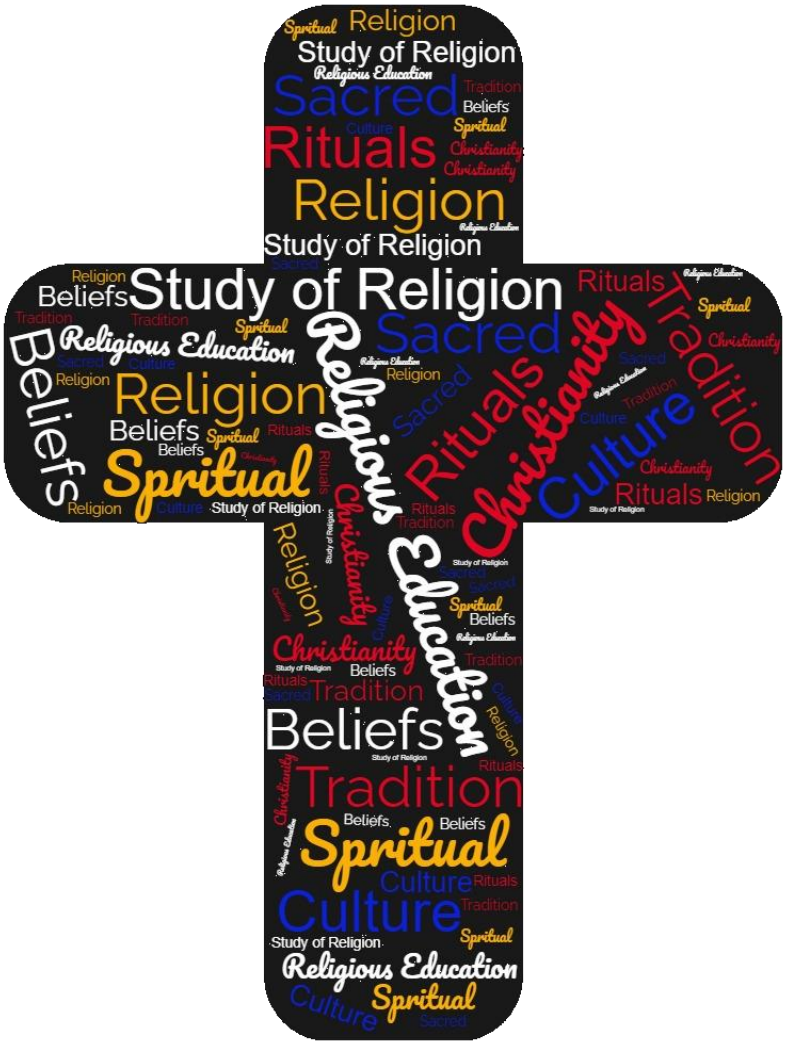
Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — extended response	25%	Summative internal assessment 3 (IA3): • Investigation — inquiry response	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry response	25%	Summative external assessment (EA): • Examination — short response	25%



MATHEMATICS SUBJECTS

Essential Mathematics

Applied senior subject

Applied

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

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

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

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

Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

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

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

Structure

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

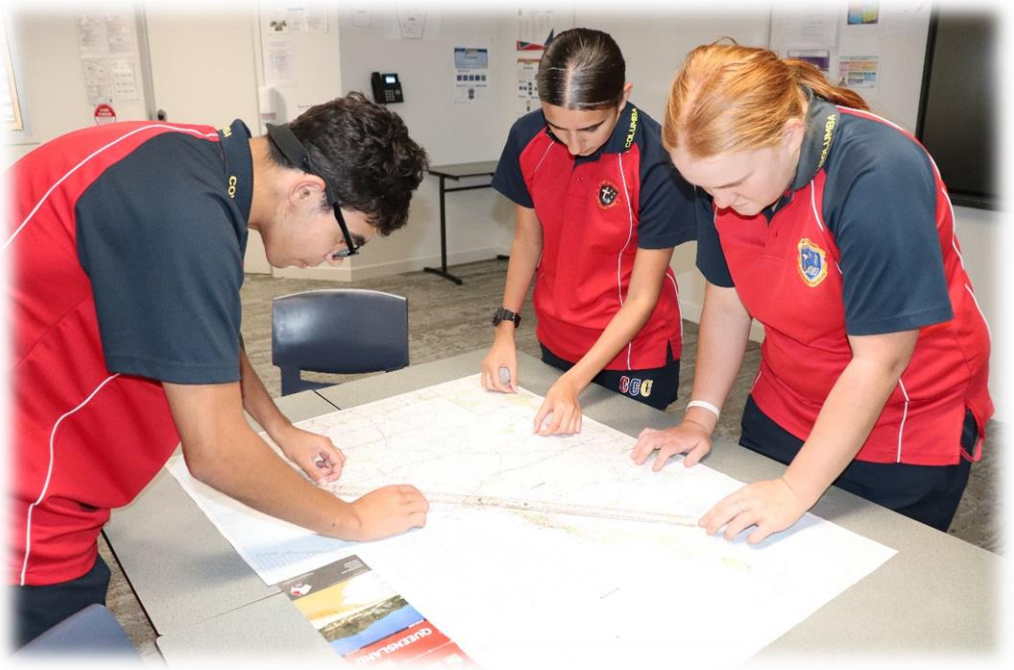
Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination



General Mathematics

General senior subject

General

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

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

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

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

Pathways

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

Objectives

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

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

Structure

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

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Examination</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
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Mathematical Methods

General senior subject

General

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

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

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

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

Pathways

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

Objectives

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

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

Structure

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Examination</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Numeracy
Short Course

Short Course

Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Numeracy is integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways, and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving actvities.

Pathways

A course of study in Numeracy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

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

- select and interpret mathematical information
- select from and use a variety of developing mathematical and problem-solving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

Structure and assessment

Schools develop *two* assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts: • an extended response — oral mathematical presentation (Internal assessment 1A) • a student learning journal (Internal assessment 1B).	One assessment consisting of two parts: • an examination — short response (Internal assessment 2A) • a student learning journal (Internal assessment 2B).

SCIENCE SUBJECTS

Agricultural Practices

Applied senior subject

Applied

Agricultural Practices provides opportunities for students to explore, experience and learn knowledge and practical skills valued in agricultural workplaces and other settings.

Students build knowledge and skills about two areas: animal studies and/or plant studies. Safety and management practices are embedded across both areas of study.

Students build knowldege and skills in working safely, effectively and efficiently in practical agricultural situations. They develop skills to work effectively as an individual and as part of a team, to build relationships with peers, colleagues and wider networks, to collaborate and communicate appropriately with others, and to plan, organise and complete tasks on time.

Pathways

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

Objectives

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

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

Structure

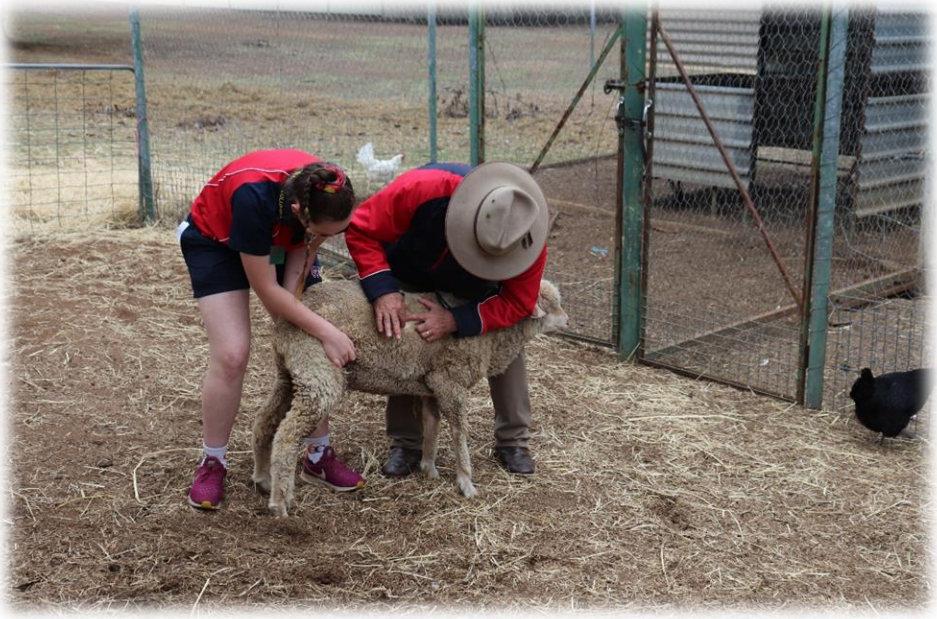
The Agricultural Practices course is designed around core topics embedded in at least two elective topics.

<table>
<tr><th>Core topics</th><th colspan="2">Elective topics</th></tr>
<tr><td rowspan="3">• Rules, regulations and recommendations
• Equipment maintenance and operation
• Management practices
• An area of study:
– Animal industries
– Plant industries
– Animal industries and Plant industries</td><td colspan="2">• Operating machinery</td></tr>
<tr><td>Animal studies</td><td>Plant studies</td></tr>
<tr><td>• Infrastructure
• Production
• Agribusiness</td><td>• Infrastructure
• Production
• Agribusiness</td></tr>
</table>

Assessment

For Agricultural Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including no more than two assessment instruments from any one technique.

Project	Collection of work	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response to a series of tasks relating to a single topic in a module of work.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time.	At least three components from the following: • written: 200–300 words • spoken: 1½–2½ minutes • multimodal: 2–3 minutes • performance: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4-7 minutes.	• 60–90 minutes • 50–250 words per item



Biology

General senior subject

General

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

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

Structure

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

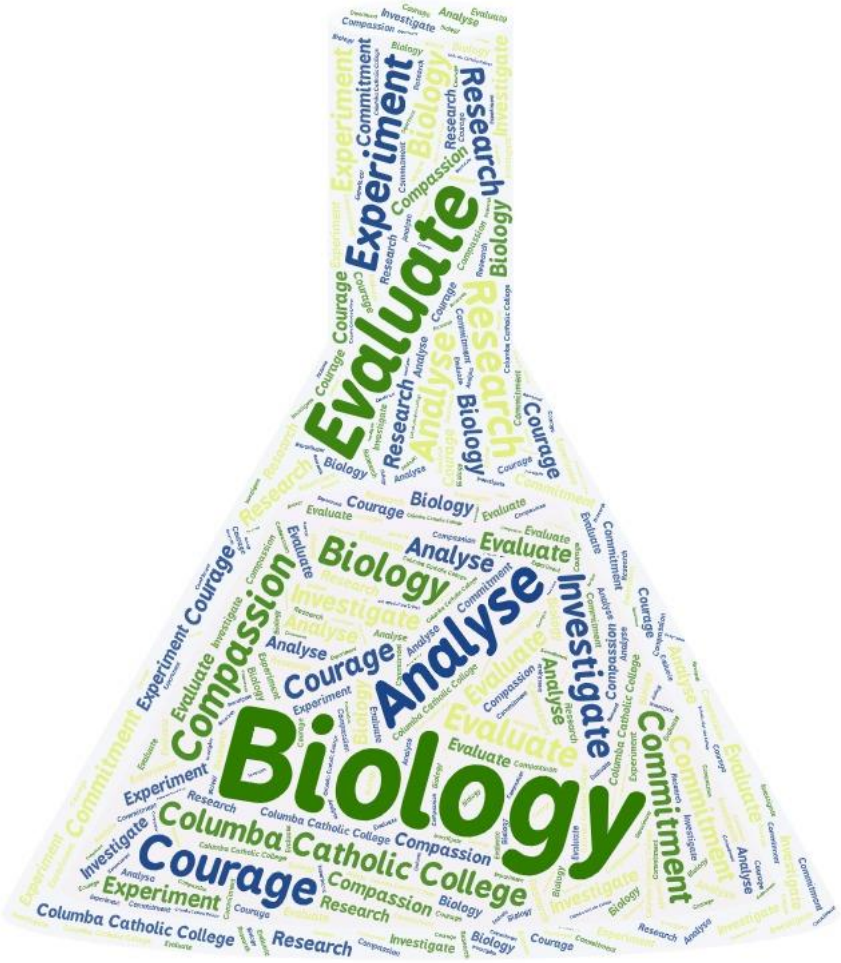
Assessment

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



Chemistry

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

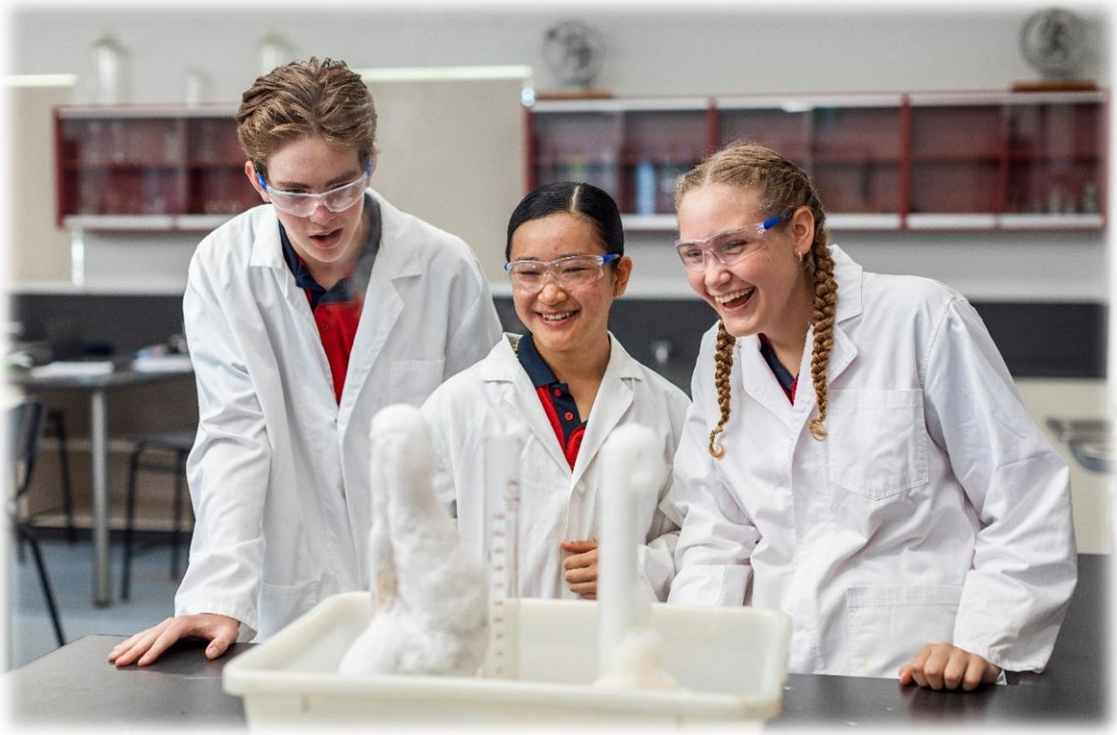
Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>



Physics

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

AS Unit 1	AS Unit 2	AS Unit 3	AS Unit 4
Physics of motion • Linear motion and force • Gravity and motion	**Einstein's famous equation** • Special relativity • Ionising radiation and nuclear reactions • The Standard Model	**The transfer and use of energy** • Heating processes • Waves • Electrical circuits	**Electromagnetism and quantum theory** • Electromagnetism • Quantum theory

Assessment (Alternative Sequence)

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

In AS 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

<table>
<tr><th colspan="2">AS Unit 3</th><th colspan="2">AS Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

TECHNOLOGIES SUBJECTS

Building & Construction Skills

Applied senior subject

Applied

Building & Construction Skills focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment.

Students learn to meet customer expectations of quality at a specific price and time. In addition, they understand industry practices; interpret specifications, including information and drawings; safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment; communicate using oral, written and graphical modes; organise, calculate and plan construction processes; and evaluate the structures they create using predefined specifications.

Students develop transferable skills by engaging in construction tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

Objectives

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

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

Structure

The Building & Construction Skills course is designed around core and elective topics.

Core topics	Elective topics
• Industry practices • Construction processes	Carpentry plus at least two other electives: • Bricklaying • Concreting • Landscaping • Plastering and painting • Tiling.

Assessment

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

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

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • product: continous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	• 60–90 minutes • 50–250 words per item

Furnishing Skills

Applied senior subject

Applied

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Objectives

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

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

Structure

The Furnishing Skills course is designed around core and elective topics.

Core topics	Elective topics
• Industry practices • Production processes	• Cabinet-making • Furniture finishing • Furniture-making • Glazing and framing • Upholstery

Assessment

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

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

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • product: continuous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	• 60–90 minutes • 50–250 words per item

Hospitality Practices

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

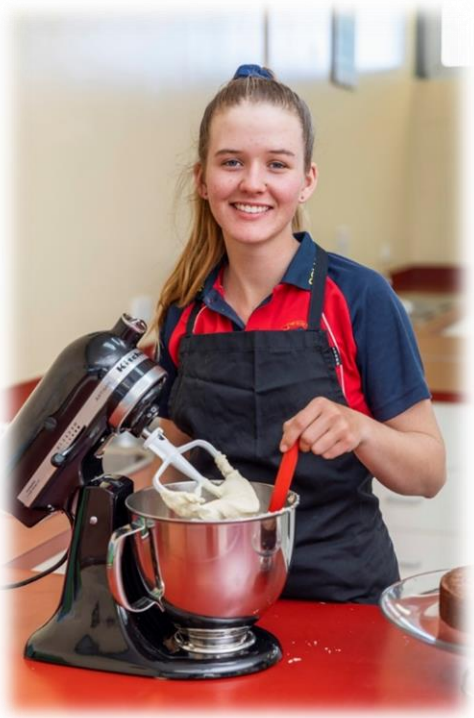
Core topics	Elective topics
• Navigating the hospitality industry • Working effectively with others • Hospitality in practice	• Kitchen operations • Beverage operations and service • Food and beverage service

Assessment

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

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

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product and performance component and one other component from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product and performance: continuous class time	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 60–90 minutes • 50–250 words per item



Information & Communication Technology

Applied senior subject

Applied

Information & Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

Pathways

A course of study in Information & Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Objectives

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

- identify and explain hardware and software requirements related to ICT problems
- identify and explain the use of ICT in society
- analyse ICT problems to identify solutions
- communicate ICT information to audiences using visual representations and language conventions and features
- apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts
- synthesise ICT concepts and ideas to plan solutions to given ICT problems
- produce solutions that address ICT problems
- evaluate problem-solving processes and solutions, and make recommendations.

Structure

The Information & Communication Technology course is designed around:

- core topics integrated into modules of work
- using a problem-solving process
- three or more elective contexts.

Core topics	Elective contexts	
• Hardware • Software • ICT in society	• Animation • Application development • Audio and video production • Data management • Digital imaging and modelling • Document production	• Network fundamentals • Online communication • Website production

Assessment

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

- at least two projects
- at least one extended response.

Project	Extended response
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.

Drama in Practice

Applied senior subject

Applied

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings.

Students participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience.

Students learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner.

Pathways

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions.

Objectives

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

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

Structure

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

Core	Electives	
• Dramatic principles	• Acting (stage and screen) • Career pathways (including arts entrepreneurship)	• Scriptwriting • Technical design and production • The theatre industry

• Dramatic practices	• Community theatre • Contemporary theatre • Directing • Playbuilding	• Theatre through the ages • World theatre

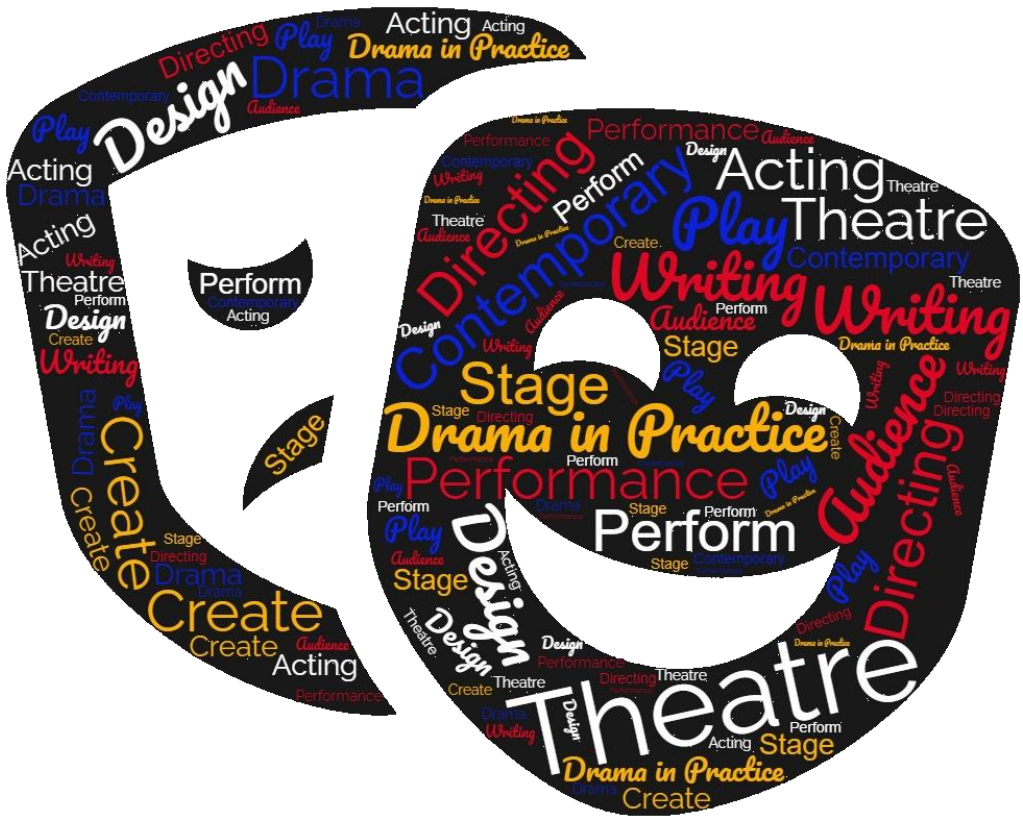
Assessment

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

- at least one project, arising from community connections
- at least one performance (acting), separate to an assessable component of a project.

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance onstage (stage acting) – 2–4 minutes: individual – 1½–3 minutes: group • performance onstage (screen acting) – 2–3 minutes: individual – 1½–2 ½ minutes: group • performance offstage	• acting performance (stage) – 3–5 minutes: individual – 2–4 minutes: group • acting performance (screen) – 2½–3½ minutes: individual – 2–3 minutes: group • directing performance – 5–7 minutes: individual (excluding actors delivering text)	• variable conditions	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

Project	Performance	Product	Extended response	Investigation
(directing, designing) – 4–6 minutes: individual (excluding actors delivering text) • workshop performance (other): variable conditions • product: variable conditions.				



Music in Practice

Applied senior subject

Applied

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists.

Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music.

Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician.

Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

Objectives

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

- identify and explain music principles and practices
- interpret music principles and practices
- demonstrate music principles and practices
- apply technical and expressive skills to performance and production of music works
- analyse the use of music principles and practices in their own and others' music works
- use language conventions and features to communicate ideas and information about music, according to context and purpose
- plan and modify music works using music principles and practices to achieve purposes
- create music works to communicate music ideas to audiences
- evaluate the application of music principles and practices to music works and music activities.

Structure

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

Core	Electives	
• Music principles • Music practices	• Community music • Contemporary music • Live production and performance • Music for film, TV and video games • Music in advertising	• The music industry • Music technology and production • Performance craft • Practical music skills • Songwriting • World music

Assessment

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

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

Project	Performance	Product (Composition)	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the application of skills to create music.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: variable conditions • product: variable conditions.	• music performance: minimum of two minutes total performance time • production performance: variable conditions	• manipulating existing sounds: minimum of two minutes • arranging and creating: minimum of 32 bars or 60 seconds	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

Visual Arts in Practice

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

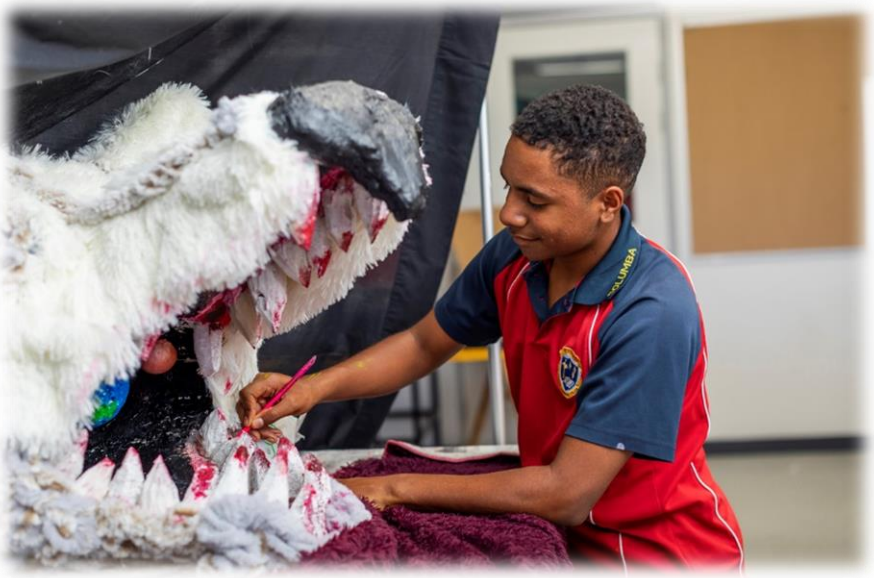
Core	Electives
• Visual mediums, technologies, techniques • Visual literacies and contexts • Artwork realisation	• 2D • 3D • Digital and 4D • Design • Craft

Assessment

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

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

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the application of idenified skills to the production of artworks.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
A project consists of: • a product component: variable conditions • at least one different component from the following – written: 500–900 words – spoken: 2½–3½ minutes – multimodal ▪ non-presentation: 8 A4 pages max (or equivalent) ▪ presentation: 3–6 minutes.	• variable conditions	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.



Visual Art

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate art practices, traditions, cultures and theories
- justify viewpoints
- experiment in response to stimulus
- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- realise responses to communicate meaning.

Structure

AS Unit 1	AS Unit 2	AS Unit 3	AS Unit 4
Art as code Through inquiry learning, the following are explored: • Concept: art as a coded visual language • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed Media: student-directed	**Art as lens** Through inquiry learning, the following are explored: • Concept: lenses to explore the material world • Contexts: contemporary, personal, cultural and/or formal • Focus: continued exploration of Unit 1 student-directed focus • Media: student-directed	**Art as knowledge** Through inquiry learning, the following are explored: • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed	**Art as alternate** Through inquiry learning, the following are explored: • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

Assessment

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

In AS 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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Investigation — inquiry phase 1</td><td>15%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — inquiry phase 3</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project — inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination</td></tr>
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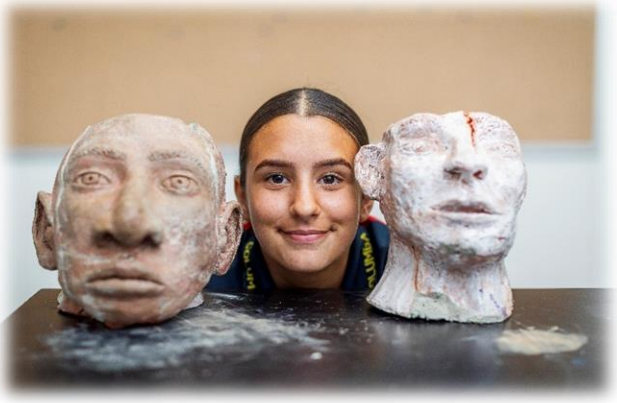

VOCATIONAL EDUCATION AND TRAINING

Vocational Education and Training

VET

Vocational Education & Training (VET) Qualification Courses

At Columba Catholic College all of our VET courses are offered through our partner Registered Training Organisations via a third party arrangement. Please refer to the section at the back of this guide for further information about VET qualification courses on offer.

Students may be eligible for VET in Schools (VETiS) funding to meet the cost of their course. VETiS qualifications funded by the VET investment budget are listed on the Priority Skills List.

Students undertaking VETiS, can complete one funded employment stream qualification.

School Based Apprenticeships and Traineeships

Students in Years 11 and 12 can include a School-based apprenticeship or traineeship (SAT) as part of their Senior Education and Training (SET) Plan.

SATs provide students with the opportunity to participate in training for a nationally-recognised qualification, participate in paid employment and complete their senior studies.

School-based apprentices are trained in a skilled area such as carpentry, butchery, hospitality, hairdressing or cabinet making. School-based trainees are trained in vocational area such as animal studies, office administration, childcare, floristry.

Students are required to find their own employer.

An apprenticeship or a traineeship can take from one to four years to complete, depending on the type of apprenticeship or traineeship, the industry and the qualification. While some school-based traineeships may be completed by the end of Year 12, some traineeships and all apprenticeships continue after this time.

It is advisable that students interested in a SAT refer to the Queensland Government website: https://desbt.qld.gov.au/training/apprentices/sats

Pathways

A school-based apprenticeship or traineeship will provide students with the opportunity to develop skills and knowledge relating to employment and to commence, and in some cases complete, a vocational qualification while still at school. In this way they can improve their post-schooling employment pathways.

Prerequisites

There are no educational prerequisites. However, it is recommended that students have a sound literacy and numeracy level. It is advisable that students undertake a work experience placement in the industry area of their choice before commencing a School-based Apprenticeship or Traineeship. This helps students decide on their genuine interests.

Course outline

As part of their apprenticeship or traineeship, students must undertake on-the-job training with their employer and off-the-job training with their Supervising Registered Training Organisation (SRTO). The units studied will be outlined in a Training Plan that will be provided to the student on commencement of the SAT.

Time commitment

It is anticipated that students will spend one day a week at work. This will be on-the-job work and training, and is completed during school time. This may vary depending upon the requirements of the Supervising Registered Training Organisation (SRTO), for example, TAFE, and the employer. SAT students are expected to keep up-to-date with their school subjects and to complete work missed while they attend their SAT training/employment.

Assessment

Students are required to complete assessment as outlined in their Training Plan. The specific details will be advised by the SRTO.

Some Facts About School Based Apprenticeships or Traineeships (SAT):

- Each student will negotiate with their employer, training organisation and school, the days that they will attend work, training and school. This may be different for each student.
- The SAT must make an impact on the student's school timetable.
- SATs must be provided with a minimum of 375 hours (50 days) of paid employment per 12 month period.
- Entry into a SAT is generally available to students in years 11 and 12. However, there are some apprenticeship and traineeship qualifications that have minimum age requirements as specified in relevant legislation.

Source: https://training.qld.gov.au/apprenticeshipsinfo/information-resources/faqs/school-based

FOR FURTHER DETAILS REGARDING ANY PART OF A SCHOOL-BASED APPRENTICESHIP / TRAINEESHIP PLEASE CONTACT THE COLLEGE AND ASK TO SPEAK TO THE COLLEGE CAREERS CO-ORDINATOR OR THE DEPUTY PRINCIPAL ADMINISTRATION.

External Vocational Education And Training (VET) Studies

Students in Years 11 and 12 can include the study of a nationally-recognised vocational education and training (VET) qualification as part of their Senior Education and Training (SET) Plan.

A Certificate III level qualification or higher can contribute to an ATAR.

Students can choose to study a Certificate II or III qualifications offered by external Registered Training Organisations (RTOs) such as Townsville Catholic Education, TAFE, and the Charters Towers School of Distance Education. The mode of delivery can vary and includes on-campus, online and blended. Some courses such as health, animal studies, tourism and agriculture may require students to undertake mandatory work placement. Courses offered by RTOs are advertised to students by the Careers Co-ordinator and Deputy Principal Administration as information is made available.

Studying with an external RTO must satisfy some requirements and are subject to school approval.

Pathways

Completing a vocational education and training qualification while still at school may improve post-schooling employment pathways. It is important to research your required pathway before enrolling.

Prerequisites

Some external VET courses may have prerequisites. It is recommended that students have a sound literacy and numeracy level. RTOs may require students to complete a Language, Literacy and Numeracy (LLN) Test.

Course outline

The units of competency which make up each qualification are outlined in a Course Handbook supplied by the RTO or on their website. Students are encouraged to note the units which make up the qualification to ensure they align with their career pathway.

Time commitment

Certificates completed at the Dalrymple Trade Training Centre will involve students attending the Dalrymple Trade Training Centre for one day a week for the duration of the course. Students completing certificates online through Registered Training Organisations will have spares allocated in their timetable and maybe required to complete block training or workshop days. Students are expected to keep up to date with their work rate calendar and listen to the recorded lessons. Students maybe required to attend work placement one day a week.

Assessment

Students are required to complete assessment as outlined by the RTO. Assessment will align with the units of competency which make up the qualification and can include online quizzes, short answer responses, role plays, video recordings, research projects, case studies.

CHC24015 Certificate II in Active Volunteering

VET

Registered Training Organisation & RTO Code	This qualification will be delivered at Columba Catholic College on behalf of registered training organisation - Townsville Catholic Education - RTO: 31195. See https://bit.ly/3aQRfm7	
Subject Type	Vocational Education and Training	
Course Delivery Mode and Location	The training and assessment of this qualification will be face-to-face and will take place at your school.	
Course Length	1 year	
Why study the qualification	This course builds on the basic generic skills required by volunteers in organisations and includes basic administration and communication strategies, working effectively with clients and colleagues, and engaging in safe work practices.	
Entry Requirements and pre-requisites	There are no entry requirements or pre-requisites.	
Course Structure	Students must successfully complete all units of competency (core and elective units) listed below to achieve the qualification:	
	Core Units CHCDIV001 Work with diverse people CHCVOL001 Be an effective volunteer HLTWHS001 Participate in workplace health and safety BSBCMM201 Communicate in the workplace	Elective Units BSBPEF202 Plan and apply time management HLTFSE001 Follow basic food safety practices FSKLRG009 Use strategies to respond to routine workplace problems
Learning and Assessment	Learning and assessment will include a combination theory and practical activities. In particular, students will be assessed in the following ways: • Written tasks • Observations - practical skills • Projects and portfolios • Oral questioning • Volunteering in the workplace and log	
Work Placement	**As part of the core unit *CHCVOL001 Be an effective volunteer,* students are required to volunteer for a period of at least 20 hours at a not-for-profit organisation with a structured volunteer program. A log book will need to be completed. Some of the hours may include school-based volunteering, however there will also be an outside of school volunteering commitment (approx. 10 hours) that must be met in order to meet the requirements of the qualification.**	
Materials and Equipment Requirements	Materials, equipment and resources required for completion of the qualification will be provided by the school.	
Credit Transfer	Townsville Catholic Education will recognise AQF Qualifications and Statements of Attainment issued by other Registered Training Organisations.	
Pathways	Completion of this qualification will allow students to use completed units towards a range of Certificate III qualifications in the areas of community services, business/administration, and/or human rights/justice sectors.	
Cost	Students and parents are not required to pay a fee to complete this qualification. All learning resources are provided by the school at no additional cost to ordinary school fees.	

Program Disclosure Statement (PDS)	**This document must be read in conjunction with the TCE RTO Program Disclosure Statement (PDS). The PDS outlines the services and training products that the TCE RTO provides, as well as those carried out by the school.** **To access the aforementioned PDS, visit: https://bit.ly/39epC9C**

The information contained in this document is correct at date of publication: 27/04/2022

CHC30221 Certificate III in School Based Education Support

VET

Registered Training Organisation & RTO Code	Townsville Catholic Education - RTO: 31195. See https://bit.ly/3aQRfm7
Subject Type	Vocational Education and Training
Course Delivery Mode and Location	The training and assessment of this qualification will be a combination of face-to-face, videoconference, online and while on vocational work placement. The course is offered from Townsville.
Course Length	1-1.5 years
Why study the qualification	This entry-level qualification will provide you with skills and knowledge required to work as a school officer – assisting student learning (teacher aide) in various school settings. It is also relevant to students who would like to become a teacher, where further university studies are required. Learn how to support teachers in providing school-aged children with assistance with learning, literacy, numeracy and communication skills.
Entry Requirements and pre-requisites	Prior to receiving an offer into the course, students must provide evidence of: • a valid Blue Card (working with children check) • being fully vaccinated against COVID-19 as per Queensland Health requirements This is required in order to complete vocational work placement.
Course Structure	Students must successfully complete all units of competency (core and elective units) listed below to achieve the qualification:
	<u>Core Units</u> CHCEDS033 Meet legal and ethical obligations in an education support environment CHCEDS059 Contribute to the health, safety and wellbeing of students CHCEDS035 Contribute to student education in all developmental domains CHCEDS060 Work effectively with students and colleagues CHCEDS034 Contribute to the planning and implication of educational programs CHCEDS036 Support the development of literacy and oral language skills CHCEDS037 Support the development of numeracy skills CHCDIV001 Work with diverse people CHCECE061 Support responsible student behaviour CHCEDS006 Support students with additional needs in the classroom <u>Elective Units</u> CHCPRT001 Identify and respond to children and young people at risk CHCDIS007 Facilitate the empowerment of people with disability HLTWHS001 Participate in workplace health and safety CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander Peoples' cultures CHCEDS050 Support Aboriginal and/or Torres Strait Islander education
Learning and Assessment	Learning and assessment will include a combination of theory and practical activities. In particular, students will be assessed in the following ways: • Written tasks • Observations - practical skills • Oral questioning • Industry placement, third party reports and log

Work Placement	**In order to meet the requirements of the course, it is mandatory for students to complete a minimum of 100 hours of vocational work placement in an approved school setting. Placement will be completed in school hours, one day per week. Townsville Catholic Education and your school may be able to assist you to find vocational placement.**
Special requirements	Students will also be required to have transport to their allocated vocational work placement school.
Materials and Equipment Requirements	Materials, equipment and resources required for completion of the qualification will be provided. A vocational placement shirt will need to be worn during placement.
Credit Transfer	Townsville Catholic Education will recognise AQF Qualifications and Statements of Attainment issued by other Registered Training Organisations.
Pathways	Completion of this qualification will provide students with skills and knowledge to apply for entry-level teacher aide positions in school settings. Students can also complete additional VET or university study to advance themselves further in the education industry. James Cook University will accept this course for direct entry into the Bachelor of Education providing that prerequisite subject requirements have been met.
Cost	The total fee for this course is $1050. Students and parents are required to pay the full $1050 as part of school fees. On submitting evidence of completion, the school will reimburse half of the course cost ($525) as part of the VET Student Sponsorship Program. All learning resources are provided by the school and RTO at no additional cost to ordinary school fees. The vocational placement shirt will be at an additional cost to students – approx. $40

Program Disclosure Statement (PDS)	**This document must be read in conjunction with the TCE RTO Program Disclosure Statement (PDS). The PDS outlines the services and training products that the TCE RTO provides, as well as those carried out by the school.** **To access the aforementioned PDS, visit: https://bit.ly/39epC9C**

The information contained in this document is correct at date of publication: 27/04/2022.

CHC30121 Certificate III in Early Childhood Education and Care

VET

<table>
<tr><td>Registered Training Organisation & RTO Code</td><td colspan="2">Townsville Catholic Education - RTO: 31195.
See https://bit.ly/3aQRfm7</td></tr>
<tr><td>Subject Type</td><td colspan="2">Vocational Education and Training</td></tr>
<tr><td>Course Delivery Mode and Location</td><td colspan="2">The training and assessment of this qualification will be a combination of face-to-face, videoconference, online and while on vocational work placement. The course is offered from Townsville.</td></tr>
<tr><td>Course Length</td><td colspan="2">1-1.5 years</td></tr>
<tr><td>Why study the qualification</td><td colspan="2">This course entry-level qualification is the minimum requirement for entry into the early childhood settings such as long day care centres, outside of school hours care (OSHC), family day care and kindergartens.

Learn how to provide children with education and care, help to plan and develop educational programs, and work effectively in an early childhood setting.</td></tr>
<tr><td>Entry Requirements and pre-requisites</td><td colspan="2">Prior to receiving an offer into the course, students must provide evidence of:
• a valid Blue Card (working with children check)
• being fully vaccinated against COVID-19 as per current Queensland Health Requirements
This is required in order to complete vocational work placement.</td></tr>
<tr><td rowspan="2">Course Structure</td><td colspan="2">Students must successfully complete all units of competency (core and elective units) listed below to achieve the qualification:</td></tr>
<tr><td><u>Core Units</u>
CHCECE030 Support inclusion and diversity
CHCECE031 Support children’s health, safety and wellbeing
CHCECE032 Nurture babies and toddlers
CHCECE033 Develop positive and respectful relationships with children
CHCECE034 Use an approved learning framework to guide practice
CHCECE035 Support the holistic learning and development of children
CHCECE036 Provide experiences to support children’s play and learning
CHCECE037 Support children to connect with the natural environment
CHCECE038 Observe children to inform practice
CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples’ cultures</td><td>CHCECE055 Meet legal and ethical obligations in children’s education and care
CHCECE056 Work effectively in children’s education and care
CHCPRT001 Identify and respond to children and young people at risk
HLTAID012 Provide First Aid in an education and care setting*
HLTWHS001 Participate in workplace health and safety

<u>Elective Units</u>
HLTFSE001 Follow basic food safety procedures
CHCPRP003 Reflect on and improve own professional practice
* This unit HLTAID012 Provide First Aid in an education and care setting will be completed with RTO – Coral Sea Training (RTO 32221) or another RTO. The fee will be in addition to the course fee.</td></tr>
<tr><td>Learning and Assessment</td><td colspan="2">Learning and assessment will include a combination theory and practical activities. In particular, students will be assessed in the following ways:
• Written tasks
• Observations - practical skills</td></tr>
</table>

	• Oral questioning • Industry placement, third party reports and log
Work Placement	**In order to meet the requirements of the course, it is mandatory for students to complete a minimum of 160 hours of vocational work placement in a regulated education and care service in Australia and demonstrate the required knowledge and skills while on placement. Placement will be completed on one day per week on school days and on school holidays. Townsville Catholic Education and your school may be able to assist you to find vocational placement.**
Special requirements	It is also highly recommended that students are up-to-date with vaccinations as placement providers may require this.
Materials and Equipment Requirements	Materials, equipment and resources required for completion of the qualification will be provided by the school. Students will be required to purchase a shirt to be worn while on placement.
Credit Transfer	The RTO will recognise AQF Qualifications and Statements of Attainment issued by other Registered Training Organisations
Pathways	Completion of this qualification will provide students with skills and knowledge to apply for entry-level positions in early childhood settings such as long day care centres, outside of school hours care (OSHC) and kindergartens. Students can also complete additional VET or university study to advance themselves further in the industry. James Cook University will accept this course for direct entry into the Bachelor of Education (Early Childhood Education) providing that any prerequisite subject requirements have been met.
Cost	The total fee for this course is $1050. Students and parents are required to pay the full $1050 as part of school fees. On submitting evidence of completion, the school will reimburse half of the course cost ($525) as part of the VET Student Sponsorship Program. Additional mandatory course costs include: • first aid course – approx. $150 • vocational placement shirt – approx. $40 All learning resources are provided by the school and RTO at no additional cost to ordinary school fees.

Program Disclosure Statement (PDS)	**This document must be read in conjunction with the TCE RTO Program Disclosure Statement (PDS). The PDS outlines the services and training products that the TCE RTO provides, as well as those carried out by the school.** **To access the aforementioned PDS, visit: https://bit.ly/39epC9C**

The information contained in this document is correct at date of publication: 27/04/2022

Dalrymple Trade Training Centre (DTTC)

The Dalrymple Trade Training Centre offers industry standard, nationally accredited certificate level courses completed in an industry standard facility.

A range of certificate level courses are offered at the Dalrymple Trade Training Centre by Registered Training Organisations (RTOs) such as TAFE.

COURSE COSTS FOR SCHOOL AGE STUDENTS

- At the time of printing this handbook, it was the understanding of Columba Catholic College staff that school age students were able to access ONLY one Certificate level course with full government funding of course costs (VETiS – Vocational Education Training in Schools Funding).
- The full course cost of any subsequent course accessed needs to be covered by the student / family.

COURSES OFFERED DURING SCHOOL HOURS FOR SCHOOL AGE STUDENTS IN 2023

- Listed below are possible courses that may be offered at the Dalrymple Trade Training Centre. Please note that these classes may run in 2023 dependent on student numbers and the availability of Teachers and RTOs to facilitate these certificates.

CODE	PROGRAM NAME	QCE CREDITS	DELIVERY
HLT23215	Certificate II in Health Support Services	4	Face-to-face, one day a week
AUR20720	Certificate II in Automotive Vocational Preparation	4	Face-to-face, one day a week
MEM20413	Certificate II in Engineering Pathways	4	Face-to-face, one day a week
SIT20416	Certificate II in Kitchen Operations	4	Face-to-face, one day a week
RII20120	Certificate II in Resources and Infrastructure Work Preparation	4	Face-to-face, one day a week

Information is correct at time of publication, but subject to change

CLOTHING AND PERSONAL SAFETY EQUIPMENT

- There is an expectation that students will provide some of the necessary clothing to undertake the course safely. Some of this clothing may be provided under sponsorship arrangements. There may be a small general hiring / cleaning fee attached to the use of hired clothing.
- The general regulations re Workplace Health & Safety set for on-campus courses (see below), is also applicable to the DTTC.

IMPORTANT WORKPLACE HEALTH AND SAFETY INFORMATION

- It is a Workplace Health and Safety (WH&S) requirement that students in certain courses wear the correct clothing during practical lessons. This includes the correct WH&S approved shoes.
- Students selecting these courses do so agreeing to:
  - purchase the correct WH&S approved clothing & equipment at the commencement of the course, and
  - wear the correct WH&S approved clothing & equipment to each practical lesson throughout the year.

Columba Catholic College provides transport to and from the DTTC to access these courses during school hours.

COURSE & COURSE CODE	DELIVERY	CAMPUS	DURATION	FEES	QCE CREDITS	YEAR LEVELS
Certificate II in Health Support Services HLT23215	Face-to-face, one day a week, Tuesday	Dalrymple Trade Training Centre	4 terms	VETiS	4	11, 12
Certificate II in Kitchen Operations SIT20416	Face-to-face, one day a week, Thursday	Dalrymple Trade Training Centre	4 terms	VETiS	4	11, 12
# **Certificate II in Automotive Vocational Preparation** AUR20720	Face-to-face, one day a week	Dalrymple Trade Training Centre	4 terms	VETiS	4	11, 12
# **Certificate II in Engineering Pathways** MEM20413	Face-to-face, one day a week	Dalrymple Trade Training Centre	4 terms	VETiS	4	11, 12
Certificate II in Resources and Infrastructure Work Preparation RII20120	Face-to-face, one day a week, Monday	Dalrymple Trade Training Centre	4 terms	VETiS	4	11, 12

Personal Protective Equipment. Students will need to purchase steel capped boots and trade work wear clothing.

Year 12 Students need to ensure every effort is made to attend every lesson, as extension may impact QCE Attainment at end of Year 12.

All courses are subject to viability at the discretion of TAFE Queensland and will not proceed unless minimum class numbers are attained.

APPLICATIONS OPEN
MONDAY 15 AUGUST 2022

Apply at **tafeapply.com** using the application code **TQN2301**

FUNDING ELIGIBILITY

All students are eligible if they have not previously utilised VETiS funding. Subsidised by the Queensland Government under the VET in Schools Program (VETiS).

For eligibility go to **www.training.qld.gov.au/providers/funded/vetis**

QCE CREDITS

Due to duplication of new learning, some students may not receive the maximum available 4 QCE credits.

If you require additional information, contact Julie Black.
E: julie.black@tafeqld.edu.au | **P:** 0439 755 357

north.schools@tafeqld.edu.au | tafeqld.edu.au

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RTO 0275. Information is correct at time of printing, 16 May 2022.

STAFF CONTACT LIST

If you would like any further information about any of the subjects outlined in this Senior Curriculum Handbook, please contact the relevant staff member.

PRINCIPAL

POSITION	NAME	EMAIL
Principal	Mrs Melissa Turner	principal@columba.catholic.edu.au

DEPUTY PRINCIPALS

POSITION	NAME	EMAIL
Deputy Principal Administration	Mrs Maria Peck	mpeck@columba.catholic.edu.au
Deputy Principal Pastoral & Residential	Mr Daniel Kyle	dkyle1@columba.catholic .edu.au

CURRICULUM / PROGRAM MIDDLE LEADERS

DEPARTMENT	CURRICULUM LEADER	EMAIL
Religious Education	Ms Christine O'Sullivan (Assistant Principal – Religious Education)	cosullivan@columba.catholic.edu.au
English	Ms Clare Stead	cstead@columba.catholic.edu.au
Mathematics	Mrs Sam Kelly	skelly17@columba.catholic.edu.au
Humanities and Languages	Mr Michael Ku	mku@columba.catholic.edu.au
Health & Physical Education	Mr Callan Newman	cnewman2@columba.catholic.edu.au
Science	Ms Maryann Ebsworth	mebsworth2@columba.catholic.edu.au
Technologies	Mr Dean Johnston	djohnston2@columba.catholic.edu.au
The Arts & Culture	Mrs Jessica Simmons	jsimmons2@columba.catholic.edu.au
Inclusive Education	Mrs Chloe Shaw	cshaw2@columba.catholic.edu.au

PASTORAL MIDDLE LEADERS

YEAR LEVEL	PASTORAL MIDDLE LEADER	EMAIL
Year 11 & 12	Mr Haydn Champion	hchampion@columba.catholic.edu.au
Year 10	Ms Kimberlee Lynch	klynch6@columba.catholic.edu.au

CAREERS CO-ORDINATOR

Ms Kimberlee Lynch	klynch6@columba.catholic.edu.au

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